

## English Language Proficiency Standards for Kentucky Schools Elementary Instructional Companion

*There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.*

Lau v. Nichols, 1974

*The Program of Studies for Kentucky Schools Grades Primary –12* outlines the minimum common content required for all students. These content standards provide an instructional focus as teachers plan standards-based lessons and units of study. Students with limited English proficiency (LEP) have the additional challenges of attaining English proficiency and developing high levels of academic competence in English.

[\*The English Language Proficiency Standards \(ELPS\) for Kentucky Schools\*](#) have been designed to move limited English proficient students along a continuum toward language acquisition Primary through Grade 12. These standards help LEP students acquire English language competency skills as a foundation to meeting state academic standards. Intentional links have been made to the state academic content standards. Content, therefore, becomes the context through which LEP students learn English language skills.

Regardless of their grade level, Kentucky has chosen to classify LEP students into four progressive levels of competence: beginning, lower intermediate, upper intermediate and advanced in four domains outlined in the *No Child Left Behind Act (NCLB) of 2001*. *Language Acquisition Performance Goals* have been defined for each progressive level in each domain: [listening](#), [speaking](#), [reading](#), and [writing](#). For instructional purposes, these descriptions outline the characteristics of what LEP students can do in content at each competency level. In an effort to provide support for creating effective standards-based student centered classrooms for LEP students, grade cluster-specific instructional companions have been developed.

### Purpose

This Grade Cluster-Specific Instruction Companion to the *English Language Proficiency Standards for Kentucky Schools* has been developed to guide K-5 teachers in planning developmentally appropriate, research-based instruction that is consistent with the principles of second-language acquisition and academic learning.

*LEP children need to read, write and talk in meaningful ways about texts in co-operative and collaborative settings that encourage interaction. They require modeling of language by the participants engaged in using English for authentic purpose. LEP readers require group members who will listen to one another, help activate prior knowledge and build upon it, each learning from the other as they share and contribute idea.*

Maria Scherrer

Jefferson County Public School Five Block Interventions for  
Limited English Proficient Learners

As a companion to Kentucky's ELPS, this instructional guide will be an important resource for Kentucky schools in planning curriculum, instruction and assessment to meet the needs of LEP students. Teachers need to supply many opportunities for language interaction in a supportive classroom environment where students can participate at their comfort level. Providing an atmosphere that allows the English language learner to take in information, process vocabulary, and eventually produce language without overwhelming stress promotes student motivation and self-esteem. <http://www.everythingsl.net/quicktips/>

### **Planning, Delivering and Assessing Instruction**

The following considerations/best practices are important when **planning** instruction for LEP students:

- ✓ Incorporate listening, speaking, reading, and writing into instruction on a daily basis.
- ✓ Include language and content objectives in daily lesson plans.
- ✓ Determine vocabulary necessary to ensure student participation and understanding of the lesson
- ✓ Provide content appropriate for students' age, instruction level, and educational background
- ✓ Access prior knowledge by linking past learning to new learning.
- ✓ Build background knowledge for students with limited experiences to increase content comprehension.
- ✓ Adapt content to students' language proficiency level.  
<http://nwrel.org/request/2003may/overview.html>
- ✓ Involve students in meaningful, authentic activities that allow multiple opportunities to practice listening, speaking, reading and writing.
- ✓ Ensure learning results have value in real life beyond success in school. This is especially important for older students with limited formal schooling.
- ✓ Connect to real world experiences.
- ✓ Vary instructional groupings to address different learning styles, cultural backgrounds, and educational experiences (e.g., cooperative grouping, [seating arrangements](#)).
- ✓ Include a variety of instructional techniques to ensure understanding (e.g., visuals, hands-on activities, demonstrations, simulations).
- ✓ Incorporate scaffolding techniques to assist and support student understanding.

The following considerations/best practices are important when **delivering** instruction for LEP students:

- ✓ Review important concepts throughout a lesson (e.g., paraphrase, personal reference notebook, graphic organizers).
- ✓ Emphasis essential vocabulary throughout lesson.
- ✓ Provide feedback through clarification. Feedback can be given orally, in writing, and through facial expressions and body language.
- ✓ Utilize a variety of instructional approaches (i.e., peer tutoring, hands-on materials, [manipulatives](#), modeling, gestures, and body language).
- ✓ Provide opportunities for frequent interaction and content-based discussions between teacher and student and among students.
- ✓ Allow students to clarify key concepts in native language.
- ✓ Incorporate question types including those that promote higher order thinking skills.
- ✓ Provide sufficient wait time for student responses.
- ✓ Make instructional decisions based on student responses.
- ✓ Elicit group responses (e.g., thumbs up/down, response boards).
- ✓ Provide clear and understandable directions.

Students in the process of acquiring English have difficulty expressing their understanding of the content learned. It is important that teachers provide a variety of ways to assess the learning and to document that learning so that appropriate lessons can be planned. Authentic assessment consists of any method of finding out what a student knows or can do that is intended to show growth and inform instruction and is an alternative to traditional forms of testing, namely multiple choice tests. (Stiggins 1991)

The following considerations/best practices are important for **assessing** progress of LEP students:

- ✓ Include informal assessments such as teacher observations, language samples, quick writes, anecdotal records checklists.  
<http://edweb.sdsu.edu/webquest/rubrics/weblessons.htm>
- ✓ Inform instruction based on student responses.

- ✓ Tie in authentic assessment to real life (e.g., drawings, written pieces, audiotapes, oral group responses).
- ✓ Elicit group responses (e.g., thumbs up/thumbs down, response boards)
- ✓ Adapt traditional assessments (e.g., read instructions out loud, check understanding after a few minutes, allow bilingual dictionaries, practice on sample items, allow more time).

### **LEP Students with Limited Formal Schooling**

According to a Stanford University resource, “LFS: Learners with Limited Formal Schooling,” students with limited formal schooling (LFS) are generally recent arrivals to the United States, whose backgrounds differ significantly from the school environment they are entering. This includes students whose schooling has been interrupted for a variety of reasons including war, poverty, or patterns of migration, as well as students coming from more rural settings. These students may exhibit some of the following characteristics:

- Pre-or semi-literacy in a native language
- Minimal understanding of the function of literacy
- Performance significantly below grade level
- A lack of awareness of the organization and culture of school

[http://www.stanford.edu/group/step/resources/LanguageSite/LFS\\_Page.html](http://www.stanford.edu/group/step/resources/LanguageSite/LFS_Page.html)

The following considerations/best practices are important when working with LEP students with **limited formal schooling**:

- ✓ Access valuable life skills possessed by LFS students as a basis for academic learning.
- ✓ *Prepare lessons that expand receptive vocabulary and develop reading strategies.*
- ✓ Focus on literacy skills development.
- ✓ Teach the organization and culture of the school
- ✓ Provide a nurturing classroom/school environment to promote self-esteem and to reduce dropout risk.

## How to navigate this resource

The *Elementary Instructional Companion for the English Language Proficiency Standards for Kentucky Schools* follows the organizational pattern of the ELPS for listening, speaking, reading, and writing.

- The introductory page for each domain will highlight important general considerations for instruction.
- Teachers will be able to link to a list of recommended classroom practices and/or activities for each of the Program of Studies categories that support the Language Proficiency Expectation and Linking Standard.
- Each entry for the recommended classroom practice or activity will include one or more of the following: definition, grade-specific example, performance level considerations, link(s) to additional web-based sites.

### Links to:

[Listening](#)

[Speaking](#)

[Reading](#)

[Writing](#)

## Listening

**Listening is primarily a thinking process--thinking about meaning.**

**–Michael Rost, *Listening in Action***

Listening is a key to language development and much like reading involves comprehension rather than production. An effective listener depends on decoding sounds, understanding the structure of the language, and actively making predictions about content. Approaches to listening should be focused on meaning, integrating activities within the lesson. Listening may involve everyday talk among friends and talk that occurs in the classroom to gain important information. When listening to a teacher-directed lesson, a listener may not be called upon to respond. However, in two-way listening situations such as conversations and class discussions, the student becomes both a speaker and an active listener.

The following considerations for listening are important in creating an effective learning environment for English language learners:

- ✓ Use [comprehensible input techniques](#) at an appropriate pace corresponding to the students' level s of English language proficiency.
- ✓ Understand that a low anxiety, supportive environment will keep a child's *affective filter* down, which will increase language acquisition.
- ✓ Be aware that students may undergo a "silent" period before attempting to speak in English. In this pre-production stage, listening is critical to the development of language.  
<http://nwrel.org/request/2003may/overview.html>
- ✓ Be aware that the use of "Do you understand?" is not an effective question to check understanding. Ask students to demonstrate understanding beyond just answering yes/no.
- ✓ Model questioning by providing the language students need (e.g., "Could you tell me again?" "When you said..., did you mean...?" "Could you repeat that please?")
- ✓ Understand that exposure to spoken English leads to successful acquisition of the [paralinguistic features](#) of the language.
- ✓ Teach the use of idioms, clichés, and/or figurative language for these require explicit instruction.
- ✓ Promote communication that respects all languages and cultures.  
<http://www.knowledgeloom.org/practices3.jsp?location=1&bpinterid=1110&spotlightid=1110>
- ✓ Help students to understand that even within the English language, speakers of different dialects pronounce words differently.
- ✓ Be aware of language interference (the same sound in two languages may be represented by different letters). This confusion can interfere with comprehension when a student thinks you are saying a different word than what you are saying.
- ✓ Become knowledgeable of cognates (words that sound similar in two languages) with similar meanings, e.g., president (English) and *presidente* (Spanish).

## Listening

English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically.

### **1.1 Students demonstrate an understanding of main ideas and supporting details.**

*The following are classroom practices and activities for [phonological discrimination](#) and/or [paralinguistic features](#) and [standard speech](#) that will help students gain the foundational skills needed to reach this standard.*

- [Admit Slips/Exit Slips](#)
- [🔗 Big Books](#)
- [Brand Name Phonics](#)
- [Chants/Jazz Chants](#)
- [Dictogloss](#)
- [🔗 Echo Reading](#)
- [🔗 Elkonin Boxes](#)
- [Films/Educational TV programs](#)
- [🔗 Interactive Reading](#)
- [Interviews](#)
- [🔗 I Spy](#)
- [Leveled Questions](#)
- [Listening Exercises](#)
- [🔗 Listening for Directions](#)
  - [Back to Back](#)
  - [Describe and Draw](#)
  - [Mother, May I?](#)
  - [Simon Says](#)
- [🔗 Oral Blending](#)
- [🔗 Oral History](#)
- [🔗 Multimedia Presentations](#)
- [🔗 Paraphrasing](#)
- [🔗 Patterned Books](#)
- [Phonemic Manipulation](#)
- [🔗 Predictable/Patterned - Books/Charts](#)
- [Questionnaires/Surveys](#)
- [🔗 Read Aloud](#)
- [🔗 Read and Write Gold](#)
- [🔗 Rhymes](#)
- [Shared Reading](#)
- [🔗 Songs](#)
- [Think/Pair/Share](#)
- [🔗 Total Physical Response \(TPR\)](#)
- [Songs](#)
- [Visual Support](#)
- [Word Sort](#)
- [Word Wall](#)

🔗 Indicates an activity that can require a response of either an action or simple speech appropriate for students at low levels of English language proficiency.

### **1.2 Students demonstrate comprehension skills that allow for interpretation, inference,**

|                        |
|------------------------|
| <b>and implication</b> |
|------------------------|

*The following are classroom practices and activities for [interpretation](#), [inference](#) and [implication](#) that will help students gain the foundational skills needed to reach this standard.*

**[Admit Slips/Exit Slips](#)**

**Books on Tape**

**Computer/Internet Interactive Games**

**[Dictogloss](#)**

**Digital Books/Online Readers ([Read & Write Gold](#))**

**[Films/Educational TV Programs](#)**

**[Find My Partner](#)**

**[Find the Difference](#)**

**[Interviews](#)**

**[Leveled Questions](#)**

**[Listening Exercises](#)**

**[Literature Circles](#)**

**[Oral History](#)**

**[Questionnaires/Surveys](#)**

**[Read Aloud and Community Conversation](#)**

**[Rhymes/Riddles](#)**

**[Songs](#)**

**[Think/Pair/Share](#)**

**Who Am I? / What Am I? Games**



## Speaking

***Productive talk does not just happen-it needs to be deliberately and systematically planned, just as we plan for literacy events.***

**-Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*, 2002**

A number of researchers have described the dominant classroom exchange to be a three-part exchange. The teacher asks a question (the answer usually known), the student answers often with a one-word answer, and the teacher evaluates the answer. (Gibbons, 2002). Often this exchange is necessary; however, if this is the dominant practice, LEP students have little opportunity to use the language. Learning a language is a long process and must be supported in all areas of the curriculum. Effective teachers create many opportunities for students to use language.

The following considerations for speaking are important in creating an effective learning environment for English language learners:

- ✓ Be aware that students may undergo a “silent or nonverbal period” before attempting to speak in English. <http://nwrel.org/request/2003may/overview.html>
- ✓ Maximize opportunities for language use by asking carefully constructed questions (e.g., short answer, open-ended) based on students’ language proficiency levels. <http://www.ncela.gwu.edu/pubs/directions/12.htm>
- ✓ Allow for appropriate wait time. English language learners need additional time to process language.
- ✓ Organize group work that requires talk from *all* students to complete the task.
- ✓ Give corrective feedback based on the oral language proficiency level.
- ✓ Consider the native language in terms of word order.
- ✓ Be aware of language interference. The same letter in different languages may have different sounds.
- ✓ Understand that even within a language speakers of different dialects pronounce words differently.
- ✓ Recognize that English language learners will have difficulty producing sounds that do not exist in their native language.
- ✓ Teach grammar within a meaningful context.
- ✓ Note that not all English phonemes are present in every language.
- ✓ Try to avoid using sarcasm. It takes a considerable amount of exposure to a language and culture to understand sarcasm.

### Vocabulary

- ✓ Use rich vocabulary (imagery, figurative language, etc.) to describe ideas, feelings, actions, and experiences.
- ✓ Use precise vocabulary or circumlocutions (finding other words to express the same meaning/idea) to communicate in all settings.
- ✓ Identify and describe in detail familiar and unfamiliar people, places, events, and objects.

## Speaking

English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.

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| <b>2.1 Students demonstrate a range and control of vocabulary (knowledge of and ability to use vocabulary)</b> |
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*The following are classroom practices and activities for attaining [lexical competence](#) that will help students gain the foundational skills needed to reach this standard.*

- [Back to Back](#)
- [Call/Response](#)
- [Content Conversation](#)
- [Describe and Draw](#)
- [Drama/Skits](#)
- [Find My Partner](#)
- [Hot Seat](#)
- [Mix and Match](#)
- [Picture Sequencing](#)
- [Picture Sorts](#)
- [Picture Walk](#)
- [Reciprocal Teaching](#)
- [Teacher Guided Reporting](#)
- Video/Audio Recording
- Vocabulary Study
  - [Mystery Box](#)
  - [What Did You See?](#)
  - [Taboo](#) (Circumlocution Game), “[I’m Thinking of A ....](#),” “[I Spy](#)”
  - [Find the Difference](#)
  - [Inquiry and Elimination](#)
  - [What Did You See?](#)
- [Word Clustering](#)
- [Word Walls](#)

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| <b>2.2 Students demonstrate knowledge of and ability to use grammatical elements to organize phrases and sentences</b> |
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The following are classroom practices and activities for attaining [\*grammatical competence\*](#) that will help the student gain the foundational skills needed to reach this standard.

**Asking Questions**

- Go Fish
- Guess Who?
- [Find My Partner](#)
- [Picture Sorts](#)

[Author's Chair](#)

[Back to Back](#)

[Chants](#)

[Content Conversation](#)

[Describe and Draw](#)

[Drama/Skits](#)

[Hot Seat](#)

[Picture Sequencing](#)

[Questionnaires/Surveys](#)

[Role Play](#)

[Teacher Guided Reporting](#)

[Reciprocal Teaching](#)

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| <b>2.3 Students demonstrate awareness and ability to control the organization of meaning in terms of function, context, implication, etc.</b> |
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*The following are classroom practices and activities for attaining [\*semantic competence\*](#) that will help the student gain the foundational skills needed to reach this standard.*

[Back to Back](#)

[Book Clubs](#)

[Book Talks](#)

[Cartoons](#)

[Cause/Effect Graphic Organizer](#)

[Content Conversation](#)

[Debates/Discussion](#)

[Describe and Draw](#)

[Dictogloss](#)

[Direct Reading and Thinking Activity](#)

[Drama/Skits](#)

[Hot Seat](#)

[Multimedia Presentations](#)

[Picture Sequencing](#)

[Presentations](#)

[Prove It](#)

[Question of the Day](#)

[Rehearsal](#)

[Role Play](#)

[Talk/Write Approach](#)

[Taping and Dubbing a Television Show](#)

[Teacher-Guided Reporting](#)

[Think Aloud](#)

[Think/Pair/Share](#)

[Wordless Picture Books](#)

**2.4 Students demonstrate knowledge of and skill to understand and produce sound units, word and sentence stress, tone, rhythm and intonation**

*The following are classroom practices and activities for attaining [phonological competence](#) that will help the student gain the foundational skills needed to reach this standard.*

- [Chants/Jazz Chants](#)
- [Drama/Skits](#)
- [Phonemic Manipulation](#)
- [Oral Blending](#)
- Oral Reading
  - [Choral Reading](#)
  - [Echo Reading](#)
  - [Guided Reading](#)
  - Partner Reading
  - [Shared Reading](#)
- [Oral Segmentation](#)
- [Reader's Theater](#)
- [Role Play](#)
- [Songs](#)
- [Taping and Dubbing TV Shows](#)
- Video/Audio Recording
- [Word Work](#)
  - [Chunking](#)
  - [Patterns](#)
  - [Rhymes](#)
  - Word Families

**2.5 Students demonstrate knowledge and skills to deal with the social dimension of language use, e.g., register, conventions of politeness, non-verbal cues, etc.**

*The following are classroom practices and activities for attaining [sociolinguistic competence](#) that will help the student gain the foundational skills needed to reach this standard.*

[Book Clubs](#)

[Call/Response](#)

[Content Conversation](#)

Debates/Discussions

“Expression of the Day”

[Mix/Match](#)

[Multimedia Presentations](#)

Riddles and Jokes

[Role Play](#)

Rehearsed Expressions

Greetings-Formal & Informal Language

[Reader's Theater](#)

[Think Aloud](#)

[Total Physical Response \(TPR\)](#)

**2.6 Students demonstrate the ability to arrange sentences in sequence in order to produce coherent stretches of conversation or presentation, including thematic organization, cause/effect, relevance, style, etc**

*The following are classroom practices and activities for attaining [discourse competence](#) that will help the student gain the foundational skills needed to reach this standard*

- [Author's Chair](#)
- [Book Clubs](#)
- [Book Talks](#)
- [Content Conversation](#)
- Debates/Discussion
- [Drama/Skits](#)
- [Literature Circles](#)
- [Picture Sequencing](#)
- Presentations
- [Role Play](#)
  - Rehearsed Expressions
  - Greetings-Formal & Informal Language
  - [Reader's Theater](#)
- Sequencing/Directions
- [Storytelling](#)
- [Teacher-Guided Reporting](#)
- [Think Aloud](#)

## Reading

***Research shows that English reading and writing development processes are essentially similar for both English learners and native English speakers. That is, in reading, all learners gradually come to use their developing English language knowledge, their world knowledge, and their understanding of print conventions to make sense of written text.***

**-Perego and Boyle, *Reading, Writing, & Learning in ESL***

According to Kathleen Fay and Suzanne Whaley in their book, *Becoming One Community: Reading & Writing with English Language Learners*, there are three types of information that readers use: information on *structure* (knowledge of syntax); *meaning* (the cues that help make sense of what is being read); and *visual information* (the shape and sound of letters). As teachers we need to think about how we can help students best use all three sources while they read. We need to think about the strategies readers use before, during and after reading.

The following considerations for reading are important in creating an effective learning environment for English language learners.

- ✓ Consider students' literacy skills in both the native language and in English.
- ✓ Plan explicit instruction for students whose native written language differs from English written language (i.e., non-alphabetic system).
- ✓ Incorporate students' prior knowledge, experience, and cultural background into reading activities.
- ✓ Evaluate the appropriateness of reading approaches based on students' strengths and needs.
- ✓ Always teach phonics and other word recognition skills (i.e. sight words) within a meaningful context; enjoy the story or poem for its meaning first, then teach the skill.
- ✓ Create a print-rich classroom environment that reflects the students' cultures and languages.
- ✓ Provide leveled texts.
- ✓ Focus on spelling patterns other than rules.
- ✓ Offer multiple exposures to new vocabulary.
- ✓ Build background knowledge before teaching vocabulary.

## **Reading**

English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically.

### **3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English**

*The following are classroom practices and activities will help students gain the foundational skills needed for mastering concepts of print.*

<http://www.learner.org/channel/libraries/readingk2/front/otherterms.html>

- [Alphabet Books](#)
- [Big Books](#)
- [Counting Words](#)
- [Cut-apart Sentences](#)
- [Interactive Writing/Shared Pen](#)
- [Language Experience Approach](#)
- **Multi-Sensory Activities**
  - Make letters in shaving crème, sand, pudding, or Play dough
  - Use wikki sticks
- **One-to-One Matching**
- [Personal Dictionaries](#)
- **Preview Books**
- [Shared Reading](#)

*Classroom practices and activities for word patterns/phonics instruction*

- [Chunking](#)
- [Elkonin Boxes](#)
- [Guided Reading](#)
- [Language Experience Approach](#)
- [Mini-Lesson](#)
- [Oral Blending](#)
  - [Put It Together](#)
  - [Guess It](#)
- [Oral Segmentation](#)
  - [Secret Sound](#)
  - [What's the Sound?](#)
- **Paired/Buddy Reading**
- [Pattern Books](#)
- [Phonemic Manipulation Activities](#)
  - **Initial Sounds Switch**
- **Predictable Charts**
- **Rhyming Books**
- [Shared Reading](#)
- [Word Work](#)
  - ['Brand Name' Phonics](#)
  - **Breaking Words Apart**
  - **Making Words**
  - **Tongue Twisters/ Alliteration**
  - [Word Walls](#)

*The following are classroom practices and activities for vocabulary instruction that will help students gain the foundational skills needed to reach this standard.*

- Cloze Activity
- Context Clues
- Dictionary Skills
- Expression of the Day
- Graphic Organizers
  - Word Clustering
  - Concept Definition Mapping
- Kidspiration/Inspiration
- Language Experience Approach
- Mini-Lesson
- Numbered Heads Together
- Personal Dictionaries
- Predictable/Patterned –Books/Charts
- Scaffolding Language
- Word Work
  - Alpha Boxes
  - Concept Sorts
  - Rivet
  - Word Walls/
- Vocabulary Instruction
  - Analogy/Decoding
  - Brain Power Word Strategy
  - Contextualizing Vocabulary
  - Vocabulary Self-Selection
  - Word Generation
  - Word Study Books
- Vocabulary Study



### 3.2 Students use reading skills and strategies to build comprehension in English

*The following are classroom practices and activities for [experience with text](#), meaning of text, and text structure that will help students gain the foundational skills needed to reach this standard.*

(B) – Before Reading Strategy (D) – During Reading Strategy (A) – After Reading Strategy

#### [Analogies](#)

#### [Author's Chair](#)

#### [Book Clubs](#)

#### [Book Talks](#)

#### [Cloze Activity](#)

#### [Comprehension Checks](#)

- [Admit Slips](#) (B)
- [Literary Scavenger Hunts](#) (B/D/A)
- [QAR](#) (B/D/A)  
(Question/Answer/Relationships)
- [Reciprocal Teaching](#) (D/A)
- [SQ3R](#) (B/D/A)
- [Sticky note Reading](#) (D)
- [Summaries](#) (A)
- [Who Mixed Up Sentences?](#) (D/A)
- [Word Sort](#) (D/A)

#### [Concept Sorts](#)

#### [Graphic Organizers](#) (B/D/A)

- [Bubble Maps](#)
- [Cycle Organizer](#)
- [Flow Charts](#)
- [K-W-L](#)
- [Reading Symbols](#)
- [T-charts](#)
- [Tree Maps](#)
- [Story Maps](#)
- [Venn Diagrams](#)
- [Word Clustering](#)

#### [Guided Reading](#)

#### [Inferences/Predictions](#)

- [Anticipation Guides](#) (B)
- [Direct Reading Thinking Activity](#)  
(B/D)
- [Picture Walking](#) (B)

#### ▪ [Prove It](#) (B)

#### ▪ [Rivet](#) (B/A)

#### ▪ [Who Did What?](#) (A)

#### ▪ [X Marks the Spot](#) (D)

#### [Jigsaw](#)

#### [Language Experience Approach](#)

#### [Literature Circles](#)

#### [Mini Lesson](#)

#### [Paired/Buddy Reading](#)

#### [Personal Dictionaries](#)

#### [Predictable Charts](#)

#### [Reader's Theater](#)

#### [Read Aloud](#)

#### [Scaffolding Language](#)

#### [Story Retelling](#)

#### [Teacher Guided Reporting](#)

#### [Text Interview](#)

#### [Think Aloud](#)

#### [Think/Pair/Share](#)

#### [Use of Technology](#) (B/D/A)\_

- [Internet](#) ([Readinglady.com](#),  
[ReadingA-Z.com](#), [Starfall.com](#),  
[Kentucky Virtual Library](#))
- [Smart Boards](#)
- [Software](#) ([Rosetta Stone](#), [Read/Write Gold](#))
- [Web Quest](#)

#### [Use of visual aids](#) (B/D/A)

- [Pictures](#)
- [Primary Documents](#)
- [Time-lines](#)

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| <b>3.3 Students read to comprehend, interpret, and evaluate texts from a variety of perspectives and for specific purposes</b> |
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*The following are classroom practices and activities for [meaning of text](#) that will help students gain the foundational skills needed to reach this standard.*

[Admit Slips \(B\)](#) [Exit Slips \(A\)](#)

[Anticipation Guides \(B\)](#)

[Author's Chair](#)

[Book Clubs](#)

[Book Talks](#)

[Cloze Activity](#)

**Connections-**

- Text to Self
- Text to Text
- Text To World

[Content Conversation](#)

[Directed Reading/Thinking Activity](#)

[Graphic Organizers \(B/D/A\)](#)

- Bubble Maps
- [Cycle Organizer](#)
- [Flow Charts](#)
- [K-W-L](#)
- Story Maps
- [T-charts](#)
- [Tree Maps](#)
- [Word Clustering](#)
- [Venn Diagrams](#)

[Guided Reading](#)

[Jigsaw](#)

[Literature Circles](#)

[Mini Lesson](#)

[Outlining](#)

[Paragraph Frame](#)

[Picture Walking \(B\)](#)

[Predictable/Patterned – Books/Charts](#)

[Prove It \(B\)](#)

[QAR \(B/D/A\)](#)

(Question/Answer/Relationships)

[Reader's Theater](#)

[Reciprocal Teaching \(D/A\)](#)

[Scaffolding Language](#)

[Student Developed Questioning](#)

[Summaries \(A\)](#)

[Teacher Guided Reporting](#)

[Text Interview](#)

[Think Aloud](#)

[Think/Pair/Share](#)

**Use of technology (B/D/A)\_**

- Internet ([Readinglady.com](#), [ReadingA-Z.com](#), [Kentucky Virtual Library](#))
- Software ([Rosetta Stone](#), [Read/Write Gold](#)) [Web Quest](#)

**Use of visual aids (B/D/A)**

- Pictures
- Charts
- Tables
- Graphs
- [Time-lines](#)

**Visualizing**

[Who Mixed Up Sentences? \(D/A\)](#)

(A) – After Reading Strategy    (B) – Before Reading Strategy    (D) – During Reading Strategy

## Writing

***Writing workshop is especially supportive to English language learners because students are encouraged to discuss their ideas, work with a partner or group in revising and editing, and interact verbally with others.***

**Adrienne Herrell, *Fifty Strategies for Teaching English Language Learners* 2000**

All students bring a rich background of personal experiences or personal stories to the classroom. The process approach to writing is valuable for English language learners because teachers can share prewriting, drafting, revising, and editing strategies within a safe writing community. Students with little literacy background can be provided temporary frameworks that allow them to concentrate on one aspect at time. Virginia Rojas, a language education consultant, reminds us that ESL writers need more time, more contact with English, and more opportunity to read and write.

The following considerations for writing are important in creating an effective learning environment for English language learners.

- ✓ Allow students to communicate their thoughts and experiences in writing/drawing even though higher levels of oral language development have not been acquired.
- ✓ Allow writing in the first language to reduce some of the frustration children feel when they are unable to participate in classroom tasks that they are well able to carry out in their native tongue.
- ✓ Be aware of cultural differences in the categories and approaches to writing. Some cultures have no experience with persuasive writing.
- ✓ Explicitly teach the conventions of writing. They will not be “picked up” by students who are unfamiliar to the language.
- ✓ Demonstrate different ways to plan and organize ideas for writing through the use of prewriting activities (e.g. graphic organizers). The most commonly used prewriting activities include brainstorming, concept mapping, outlining, discussion, note-taking from lecture, free writing, readings and film, lists, experiments or procedures, and a series of questions.
- ✓ Emphasize developing ideas and content first in written work/drawing; mechanics can be taught in mini-lessons or in the context of revising the text.
- ✓ Read aloud and discuss literature, giving students opportunities to make connections and tell their own stories.
- ✓ Give daily opportunities for writing even if each written piece does not culminate in a published work.
- ✓ Provide opportunities to write across the curriculum.
- ✓ Recognize that beginning writers progress developmentally in spelling: pre-phonetic, phonetic, transitional spelling, conventional spelling. Accept temporary or invented spelling.

## **Writing**

English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.

### **4.1 Students learn and apply the writing process and criteria for effective writing.**

*Classroom practices and activities for instruction in criteria for effective writing: [purpose and audience](#), [idea development](#), [organization](#), [sentences](#), [language](#), [correctness](#)*

#### **Cut-Apart Sentences**

#### **Dialogue Journal**

#### **Graphic Organizers**

- [Cause and Effect](#)
- [Cycle Organizer](#)
- [KWL](#)
- [Story Maps](#)
- [T-charts](#)
- [Timelines/Sequencing](#)
- [Tree Maps](#)
- [Venn Diagrams](#)

#### **Guided Writing**

#### **Interactive Writing**

#### **Journals**

#### **Language Experience Approach**

#### **Language Focus Lessons**

#### **Looping**

#### **Mini Lessons**

#### **Personal Dictionaries**

#### **Picture Sequencing/Stories**

#### **Picture Stories**

#### **Sentence Combining**

#### **Storytelling**

#### **Story Retelling**

#### **Text Reconstruction**

#### **Use of Models**

#### **Use of Writer's Notebook**

- Quick-Word and Quick-Write Books

#### **Writing Process**

|   |
|---|
| <b>4.2 Students will learn to develop story structures and language patterns through visual and symbolic language</b> |
|---|

*Classroom practices and activities for [structural patterns](#) and [sequencing](#)*

**Graphic Organizers**

- **Cycle Organizer**
- **Story Maps**
- **Timelines/Sequencing**

**Guided Writing**

**Interactive Writing/Shared Pen**

**Kentucky Marker Papers**

**Language Experience Approach**

**Mentor Text**

**Mini Lessons**

**Models**

**Picture Stories**

**Songs**

**Talk-Write Approach**

**Text Reconstruction**

**Timelines**

**Writer's Notebook**

**Writing Process**

**4.3 Students will keep a working folder of writing for a variety of authentic purposes and audiences and in a variety of forms (i.e., personal, literary, transactive, reflective)**

*Classroom practices and activities for [reflective, personal/expressive, literary, transactive purposes](#)*

**Journals**

**Dialogue Journal**

**Kentucky Marker Papers**

**Mini Lessons**

**Models**

**Picture Stories**

**Portfolios**

**Writer's Notebook**

**Writing Conferences**

**4.4 Students will produce a variety of written responses that demonstrate independent and critical thinking: (a) writing to learn; writing to demonstrate learning)**

*Classroom practices and activities for [writing to learn](#) and [writing to demonstrate learning instruction](#)*

**Journals**

**Dialogue Journal**

**Graphic Organizers**

- **Cause and Effect**
- **KWL**
- **Story Maps**
- **T-charts**
- **Timelines/Sequencing**
- **Tree Maps**
- **Venn Diagrams**

**Guided Writing**

**Hennings Sequence Strategy©**

**Language Experience Approach**

**Open Response**

**Picture Stories**

**Story Maps**

**Storytelling**

**Story Retelling**

**Text Reconstruction**

## Descriptions of Classroom Practices and Activities

|                        |  |
|------------------------|--|
| Admit Slips/Exit Slips | Go back to Listening <a href="#">1.1</a> , <a href="#">1.2</a><br>Go back to Reading <a href="#">3.2</a> , <a href="#">3.3</a> |
|------------------------|--|

This **before reading strategy** is an effective means of activating prior knowledge or encouraging predicting about reading. It also can engage students in content and clarify their thinking. At the beginning of class or as a brief homework assignment, students are given a slip of paper or index card along with a specific prompt printed on the paper, written on the board, or delivered orally by the teacher. Students may keep the admit slips throughout class to refer to and add to as they read. Alternatively, the teacher may ask for volunteers to read their admit slips to the class or the students may turn them in so the teacher can read some of them aloud and respond to them.

### Exit Slips

This writing-to-learn strategy can be used across the curriculum for focusing student attention on the lesson to be taught the next day, accessing background knowledge, troubleshooting and/or reflecting. Exit slips are students' passes out of the classroom.

As an **after reading strategy**, exit slips are an effective means of post assessment for the teacher as well as the student. At the end of the day, class period, or reading, students fill out an exit slip (a half sheet of paper or file card) on which they write one thing that they learned. Students may share or turn them in for the teacher (*Creating Classrooms for Authors and Inquirers*, Short, Harste, and Burke, p. 470).

Admit and exit slips can be utilized across the curriculum. Unlike a K-W-L chart (defined in this document), each student must participate in writing and has the option of participating orally when sharing what they have written on their slips. Note examples below:

|   |  |
|---|--|
| <b>Content Area: Social Studies</b>   | <b>Core Content/Topic: Colony Life</b> |
| <p><b>Admit slip prompts:</b></p> <ul style="list-style-type: none"> <li>➤ What hardships do you think the colonists experienced during their first winter?</li> <li>➤ Why do you think the colonists came to North America?</li> <li>➤ What kind of chores do you have to do at home?</li> </ul> <p><b>Exit slips prompts:</b></p> <ul style="list-style-type: none"> <li>➤ Name a hardship that the colonists experienced during their first winter.</li> <li>➤ Why did the colonists come to North America?</li> <li>➤ What kind of chores did children living in the first colonies have to do each day?</li> </ul> <ul style="list-style-type: none"> <li>• As this activity requires much language written and oral, it would be best used with <b>intermediate and advanced English language learners</b>.</li> <li>• If used with <b>beginning students</b>, incomplete phrases and drawings can be accepted</li> </ul> |  |

|            |  |
|------------|--|
| Alphaboxes | Go back to Reading <a href="#">3.1</a> |
|------------|--|

The Alphaboxes activity is a reading strategy used to increase students' comprehension as well as to strengthen or increase vocabulary development of a selected reading or unit of study. After the reading of a developmentally appropriate text, either fiction or non-fiction, which can be from a guided reading group, a shared reading, or a buddy reading, students use an Alphaboxes graphic organizer to select

important words or phrases from the text and place them using the initial letters into the appropriate boxes on the grid.

Link: <http://www.sedl.org/pubs/sedl-letter/resources/alphaboxes.pdf> or p.17 of *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension* by Linda Hoyt

During this activity, students are using the skills of rereading and scanning for information; in addition, they are reflecting on their own understanding and perhaps listening to another student's viewpoint. The alphabet boxes can be filled in any order, and it is not necessary to have each one filled. There are various ways that the Alphaboxes graphic organizer can be utilized:

- Students may begin the Alphaboxes individually and then work with a buddy to Think-Pair-Share their answers.
- Pairs or groups of students may work together to locate and record important words or points of the text while discussing how what they selected relates to text.
- If all students are working with the same or similar texts from a unit of study, the pairs and groups report back during a whole class lesson to compile an enlarged class Alphaboxes grid with all relevant ideas.

**Content Area: Reading/Social Studies**

**Core Content/Topic: Landforms**

1. Using a topographical map or posters depicting different geographic places, introduce the topic of landforms. Ask if anyone has ever been to any locations like the ones shown. Next, introduce the book, *Our Changing Earth: An Encyclopedia of Landforms* by Darlene Ramos (from Rigby On Our Way to English series). Then read page 2 aloud with students.
2. Model how to complete the Alphaboxes grid using an enlarged (preferably dry-erase) graphic organizer. For example, place "land changes" under L and "underground movement" under U, and "Earth" under E and so on.
3. During guided reading time, have small groups of students in mixed ability levels visit different "landform" centers, such as topographical map reading, Internet sites on landforms, partner reading and Alphaboxes. (Since the partner reading must precede the Alphaboxes activity, two groups will have to be at the partner reading at the same time.) During partner reading, students work in pairs to read the text.
4. When the students reach the Alphaboxes Center, they work together to complete their grids with important words and phrases from the text used in the partner reading.
5. Once pairs are finished, they can report to the group and share their ideas.
6. When all groups have rotated through the centers, the teacher can lead the class to compile their Alphaboxes and discuss landforms as a whole group.
7. Small group projects such as reports and models could be used to further the unit of study.

Note the example below: Book Title/Unit of Study: *Our Changing Earth: An Encyclopedia of Landforms* by Darlene Ramos (Rigby On Our Way to English series)



Student: Alfredo Rodriguez

|   |  |  |  |
|---|--|--|--|
| <b>A</b><br><br><b>Antarctica</b>   | <b>B</b><br><br><b>Bays are safe from storms</b> | <b>C</b><br><br><b>Canyons formed by rivers</b>                                    | <b>D</b>   |
| <b>E</b><br><br><b>Earthquakes cracks the crust</b>   | <b>F</b>   | <b>G</b><br><br><b>The Grand Canyon</b><br><br><b>Glaciers move land and rocks</b> | <b>H</b>   |
| <b>I</b><br><br><b>Islands</b><br><br><b>It takes millions of years to change the Earth's surface</b> | <b>J</b>   | <b>K</b>   | <b>L</b><br><br><b>Lava is what magma is called when it shoots out</b> |
| <b>M</b><br><br><b>Mountains</b><br><br><b>Magma is liquid rock</b>                                   | <b>N</b>   | <b>O</b>   | <b>P</b><br><br><b>Peninsulas look like fingers</b>                    |
| <b>Q</b>  | <b>R</b>   | <b>S</b><br><br><b>Sand dune</b>   | <b>T</b>   |
| <b>U</b>  | <b>V</b><br><br><b>Volcano</b>                   | <b>W</b><br><br><b>Water flows</b><br><br><b>Wind</b>                              | <b>XYZ</b>   |

Variations and Extensions:

- Alphaboxes grid from whole class activity can be used as the answers for a “Jeopardy-like” game that could also be an informal assessment. For instance, if the word “Golden Ticket” was under the letter G, the question could be, “What did Charlie find that allowed him to get into Willy Wonka’s Chocolate Factory?”
- Alphaboxes could be used as a brainstorming activity to begin a new unit of study in order to access prior knowledge. As students share what they know about a topic, either as a whole group or in pairs, words and phrases are organized into an Alphaboxes graphic organizer. Be sure students are explaining their reasoning or using Think-Pair-Share. This is also called ABC Brainstorming, a strategy from [www.readingquest.org](http://www.readingquest.org). Students may use the preprinted Alphaboxes grid or simply write the letters of the alphabet on a sheet of paper with a few line spaces between each.

Performance Level Considerations:

- ◆ **Beginning level LEP students** would need careful consideration for pairing with another student who should be high functioning, sensitive, and possibly bilingual. The beginning student could select some important words from the text for the appropriate boxes and make small thumbnail depictions of words in the boxes; but their partner would need to be relied upon for providing the explanation to the group.
- ◆ **Intermediate level LEP students** would need the same considerations as the above, but could also practice reading words from their own chart to their partner before reading it to the teacher in order to strengthen their vocabulary. During the sharing of ideas, the partner to the intermediate student can share or paraphrase what they said.
- ◆ **Advanced level LEP students** should be encouraged to participate in verbal explanations of word and phrase choices. Accept grammatically incorrect answers, but repeat correctly for clarification.

|                       |  |
|-----------------------|--|
| <b>Alphabet Books</b> | <b><u><a href="#">Go back to Reading 3.1</a></u></b> |
|-----------------------|--|

Alphabet books can be used to teach the alphabet and the alphabetic principle. Alphabet books help students to understand the relationship between letters and sounds in the English language and are available for all ages (*Reading, Writing, Learning in ESL*, Peregoy and Boyle, p. 184).

|                |  |
|----------------|--|
| <b>Analogy</b> | <b><u><a href="#">Go back to Reading 3.2</a></u></b> |
|----------------|--|

This vocabulary strategy helps students generate similarities and differences between concepts. Teacher and/or students select a concept and explain how it relates to a concept that the student recognizes. Using a graphic organizer modeled on the overhead, small groups generate similarities and differences. Students may also identify categories. This example is from material distributed by Virginia Pl Rojas, Language Education Consultant:

**Analogy**

Similarities and Differences Between the Concepts of:  
 Congress and a School Principal

Congress and a principal both set rules and regulations  
 Both organizations need to work together to achieve goals  
 Neither has complete power regarding issues

Both organizations represent other groups of people

Both have committees

Both have processes for achieving goals

Congress has more members and rules and regulations  
 Congress has nationwide goals

Congress has a Senate and President; a principal has a superintendent and a school board

Congress rules the nation; principals rule the school community

Congress has joint committees; principals have assistants and parent advisors

Congress votes; principals make rulings based on input from others.

|                            |  |
|----------------------------|--|
| <b>Anticipation Guides</b> | <b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
|----------------------------|--|

In this **before reading strategy**, the teacher provides students with general statements related to the topic they are going to read about and asks them to agree or disagree with the statements. Anticipation Guides provide a connection to prior knowledge, engage students with the topic, and encourage them to explore their own thoughts and opinions.

The following procedures may be helpful to LEP students:

- ✓ Write some statements concerning the main topic about which students will be reading. Include some statements that are common misconceptions but “stack the deck” so that there are many more correct statements than incorrect ones.
- ✓ Read each statement with students and talk about what it means. Emphasize names and key vocabulary.
- ✓ Have students write “yes” or “no” for each statement. Encourage risk-taking and guessing by saying something like, “You have a 50-50 chance. Take a guess!”
- ✓ After students read the selection, go through each statement and have students indicate whether or not it is true. When there is a disagreement, refer students back to the text and let them explain their reasoning.
- ✓ If possible, have students help you reword false statements to make them true.

|                       |   |
|-----------------------|---|
| <b>Author’s Chair</b> | <b>Go back to Speaking <a href="#">2.2</a>, <a href="#">2.6</a><br/>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
|-----------------------|---|

“Author’s Chair is the final step in the writing process. A special time and place is allotted to writers who wish to share their final products with an audience. Because the writing has already gone through revising and editing based on constructive criticism, Author’s Chair is an opportunity for the writer to receive positive feedback from their classmates.” -Pearson Education

Link: <http://www.teachervision.fen.com/page/5047.html?detoured=1>

|                     |  |
|---------------------|--|
| <b>Back to Back</b> | <b>Go back to Listening <a href="#">1.1</a>, <a href="#">1.2</a><br/>Go back to Speaking <a href="#">2.1</a>, <a href="#">2.2</a>, <a href="#">2.3</a></b> |
|---------------------|--|

This communication game creates an opportunity for students to give directions and answer questions. Two students sit back-to-back or behind a screen or barrier. One student is given a complete set of instructions that must be conveyed verbally to the second student, who completes the task. For example, one student has a set of small colored blocks that must be arranged in a certain configuration. The other student, working from a diagram, gives oral directions to the student with the blocks so that the blocks end up in the proper configuration (definition and example taken from *Fifty Strategies for Teaching English Language Learners*, p.39).

|                  |  |
|------------------|--|
| <b>Big Books</b> | <b>Go back to Listening <a href="#">1.1</a><br/>Go back to Reading <a href="#">3.1</a></b> |
|------------------|--|

Big books are used to share stories to groups of students. Big books provide opportunities to point out certain words in stories that might be difficult to decode; to allow students to become familiar with reading from left to right, top to bottom; and to assist students with the recognition of the oral and written version of the same word (*Reading, Writing, and Learning in ESL*, Peregoy and Boyle, p. 275).

|                   |  |
|-------------------|--|
| <b>Book Clubs</b> | <b>Go back to Speaking <a href="#">2.3</a>, <a href="#">2.5</a>, <a href="#">2.6</a></b><br><b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
|-------------------|--|

For Book Club groups, the teacher selects three or four books which are tied together by author, genre, topic, or theme and follows these steps:

- ✓ Read aloud the first chapter or several pages of each book to the children.
- ✓ Preview the pictures or books with them.
- ✓ Ask students to indicate their first, second, or third choices for the books they would like to read . Include one that is easier and one that is harder.
- ✓ Students are put into groups depending on the book selected.
- ✓ Book Club Groups meet regularly to read, discuss, and share with the class the books they have chosen.
- ✓ The teacher rotates through the groups, giving guidance, support and encouragement.

|                   |   |
|-------------------|---|
| <b>Book Talks</b> | <b>Go back to Speaking <a href="#">2.3</a>, <a href="#">2.6</a></b><br><b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
|-------------------|---|

The main purpose of a book talk is to grab the audience's interest and make them want to read the book. During book talks, students discuss with classmates books they have read, heard, or "discovered." The shared selections may be ones read to them by a librarian, babysitter, parent, Elder, relative or older students, or they may be books students have read themselves. The student and/or teacher etc. may read aloud from a book(s) that he/she thinks will appeal to students, choosing exciting segments that he/she can read well. The reader then stops at the crucial moment when students are hooked and will want to take the book up and continue to read (*Reading Reminders*, Jim Burke, 2000, p. 9). It's always a good idea to end the book talk with a cliffhanger. Book talks can be scheduled during daily-shared language sessions and offer a good opportunity to teach paraphrasing.

Link: <http://teacher.scholastic.com/fairs/most/booktalks.htm>

|                           |  |
|---------------------------|--|
| <b>Brand Name Phonics</b> | <b>Go back to Listening <a href="#">1.1</a></b><br><b>Go back to <a href="#">3.1</a></b> |
|---------------------------|--|

Brand name phonics is an activity that helps students decode and spell words that they have never seen or used before. This strategy is particularly useful to upper-elementary students who have not learned basic decoding skills due to the high interest level of the environmental print. It enables students to develop effective spelling and decoding strategies because it emphasizes using known patterns to spell and decode unfamiliar words rather than memorizing and applying rules that are especially confusing to English language learners.

A teacher presents 2-3 products or places that are familiar to the students, often using their brand names. For example, Snack Pack, Dollar Store, Kool Aid. The students write the product/place names on a sheet of paper. Then, the teacher shows and reads words to students with the same spelling and sound patterns. The students match the new words with a pattern in the names of one of the products/places.

**Content Area: Reading**

**Core Content/Topic: Word Pattern/Phonics**

Brand name phonics is especially useful when instructing **lower intermediate students** who are in grades 4 and 5. Since the lessons begin with one-syllable words and then move on to longer words, they are also appropriate for **upper intermediate students** to develop fluency with sight words and language patterns as they decode more complex words and phrases. One sample lesson in *Month-by-Month Phonics for Upper Grades* follows:

- The teacher shows and discussed these actual products: Kit-Kat and Goldfish. These are registered trademarks and are noted as such in resource books. The teacher might ask if students recognize them, eat them, like them, etc. This step has the added benefit of providing English language learners with realia.
- The students fold a piece of paper into two columns and write one product name at the top of each one.
- The teacher shows the following one-syllable words on index cards: **slit, old, hold, wish, swish, quit, chat, hat, hit**, and **brat**. Students write the words in one of the columns underneath the word with the same spelling/sound pattern.
- The teacher then reads these one-syllable words: **spit, split, that, grit, flat, dish, bold, spat, mold**, and **rat**. Students write the words in their appropriate columns as in Step 3.
- The teacher shows these longer words on word cards: **permit, visit, combat, outfit, nonfat, catfish, starfish, billfold**, and **doormat**. Students write the words in their appropriate columns.
- The teacher reads these longer words: **admit, profit, misfit, wildcat, credit, democrat, selfish, unselfish, acrobat** and **blindfold**. Students write the word in the appropriate column.
- In each step, after the students write words on their papers, the teacher helps them verbalize how familiar words help them read and spell lots of other words including new words. To provide additional scaffolding, the teacher may have students write the words on the board as everyone is writing on their papers.

**Call/Response**

**Go back to Speaking [2.1](#), [2.5](#)**

The teacher and students engage in direct patterned language (i.e., “Thank you”—“You’re welcome”). This strategy can be used to review vocabulary. For example, a teacher could stand at the door at the end of class and allow a student to exit after the student gives a correct answer to a quick review question or a vocabulary word to match a definition given by the teacher. This strategy could also be used with choral response instead of individual response.

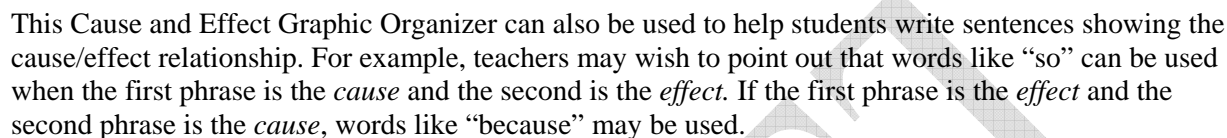
- **Advanced** or **upper intermediate** level LEP students may give the following definition: “The process by which sunlight is converted to energy in plants.”
- **Lower intermediate** or **beginning** students may be asked the following question: “How do plants change sunlight into food?” In both cases the student response would be “Photosynthesis.”

**Cause and Effect Graphic Organizer**

**Go back to Speaking [2.3](#)**

**Go back to Writing [4.1](#), [4.4](#)**

All graphic organizers provide students with visual representations for their thinking and learning **before, during, or after reading**. They are effective for making abstract concepts more concrete, organizing and categorizing information, and depicting relationships among ideas. As the name implies, this type of graphic organizer helps students to demonstrate an understanding of cause and effect. If students are given a “cause,” they can discuss and determine the effect. More than one possibility may surface.



As defined by Carolyn Graham, these are the “rhythmic expressions of standard American English as it occurs in different situational contexts. These can include songs, poems, or really any rhyming pattern with a certain beat” Carolyn Graham has several books available, which include:

At the 4<sup>th</sup>, 5<sup>th</sup>, or 6<sup>th</sup> grade levels, an obvious application of this strategy would be in poetry. Since LEP students often do not have enough command of the language to do a complete poem, templates could be completed which already contain some of the necessary words. For the **beginning LEP student**, the blanks could have pictures for the required words.

A picture of the needed word is under the blank to assist LEP students in completing the chant.

30



|                       |  |
|-----------------------|--|
| <b>Choral Reading</b> | <b>Go back to Speaking <a href="#">2.4</a></b> |
|-----------------------|--|

During choral reading, a teacher and the students read in unison. Choral reading is most appropriate for plays, predictable text, text with refrains, and texts with lots of dialogue. Children enjoy reading this way, and it helps build the confidence of struggling readers. This strategy can follow echo reading (defined in this document) of the same text. A few examples follow: “The Itsy Bitsy Spider,” “Five Little Pumpkins,” “The Lion and the Mouse.”

**Link:** <http://members.tripod.com/~emu1967/choral.htm>

**Resources:**

1. *Strategies for Integrating Reading and Writing in Middle and High School Classrooms* by Wood and Harmon.
2. *Good-Bye Round Robin: 25 Effective Oral Reading Strategies* by Opitz and Rasinski

|                 |   |
|-----------------|---|
| <b>Chunking</b> | <b>Go back to Speaking <a href="#">2.4</a><br/>Go back to Reading <a href="#">3.1</a></b> |
|-----------------|---|

Chunking is reading of a text in small segments- by paragraph, sentence, or phrase to check and re-enforce understanding. The teacher assesses comprehension after each “chunk.” This is analogous to what a mainstream literature teacher might do to increase understanding of a difficult text.

|                       |   |
|-----------------------|---|
| <b>Cloze Activity</b> | <b>Go back to Reading <a href="#">3.1</a>, <a href="#">3.2</a>, <a href="#">3.3</a></b> |
|-----------------------|---|

This **during reading strategy** actively involves the reader in the text and mirrors the kind of reading strategies used by proficient readers. Cloze activities are basically providing a written passage with missing words replaced with blanks. In a traditional cloze, every fifth, sixth, or seven word is deleted. Although the activity appears to be focusing on discrete items (the missing words), it really allows teachers to check language proficiency on many levels, vocabulary, specific grammatical points or reading decoding skills (*Fifty Strategies For Teaching English Language Learners*, p. 219). Therefore, the activity is holistic in that grammar, vocabulary and overall meaning are tested all at the same time.

When constructing cloze activities, it is important to not delete anything from the first or last sentence and to leave enough context to help the learner to decipher the text. It is suggested to leave from five to seven words between deleted items (*Techniques in Testing*, p.7). Students should be encouraged to read the cloze completely before they begin.

The level of difficulty for cloze exercises can be controlled; therefore, teachers can adapt exercises/activities for the learner’s language skills.

- For students that have basically **no literacy skills**, a word bank can be numbered and the numbers written in the space for the word corresponding to the order that the deleted items appear. Students at that very low literacy level can follow the activity by focusing on the specific items being deleted.
- For **intermediate learners**, a word bank can be provided from which students choose the correct answer.
- For **advanced students**, there would be no word bank.

For new vocabulary, students can be given cards with vocabulary and their definition. They use the definition to complete the sentences. This activity would be great for teaching note-taking strategies by using a guided outline with missing key terminology from any content area. It could also be an outline for a review for an exam in any content area.

Another Cloze activity involves pair work to fill in the deleted items and complete the passage. Two students are given the same passage but are missing different words. They have to read to each other in order to complete the passage. Passages could be about famous people studied in any content area or historical events. This is a great opportunity to learn new information and is an excellent community building activity.

**Content Area: Science**

**Core Content/Topic: Spiders**

Fill in the spaces as you read about spiders.

Spiders are not really insects. They have eight \_\_\_\_\_ and not six like \_\_\_\_\_. Some spiders are dangerous and have been known to bite and \_\_\_\_\_ people. They build webs with \_\_\_\_\_ threads to catch small flying insects, which are \_\_\_\_\_ to struggle free once they are \_\_\_\_\_. Not all spiders build webs.

- For **advanced LEP students**, the activity can be completed as described.
- For **intermediate LEP students**, a word bank should be included.
- For **beginning LEP students**, the text could be listened to and the passage read to by a peer. They should be given a word bank with illustrations.

Link: <http://members.tripod.com/emu1967/cloze.htm>

**Comprehension Checks**

**Go back to Reading 3.2**

Teachers should make frequent comprehension checks to make sure that LEP students actually understand the concept being taught. Unfortunately, it is not sufficient to ask an LEP student if he/she understands. Depending on the culture that an LEP learner comes from, he/she may feel compelled to answer, "Yes" whether he/she actually understood the concept being taught.

Depending on the LEP learner's level of proficiency, questions to check comprehension of any academic content can range from open ended questions that show that the student is applying a higher level of thinking skills to simple questions that require one word responses or only "Yes" or "No" answers. If the learner has a very limited proficiency of the target language, then the teacher can have the learner point to objects to show some level of comprehension.

**Content Area: Science**

**Core Content/Topic: Solar System**

- **Advanced** and upper **intermediate** LEP students can be asked to answer open-ended questions such as "Explain how comets are formed."
- **Lower intermediate** and intermediate LEP students can be asked questions that require one-word answers to more simple questions such as "How many planets are there?" "How many rings does Saturn have?" or "What keeps the planets on their orbit?"
- **Beginning** level students may be limited to responding to questions that require only "Yes" or "No" such as "Is the Earth bigger than Pluto?" Teachers may also ask the beginner to point to one of the planets. Engaging in any physical movement encourages students to become a more active learner and feel accountable for learning the content being taught.



Soliciting non-verbal responses or **Non-Verbal Comprehension Checks** is an important way for teachers to determine right away who understood the material covered. For example, in the unit on the Solar System referenced above, the teacher may hand out a green “Yes” card and a red “No” card to each student with a reading about the nine planets. Then the teacher states facts that are correct or incorrect. The students raise the card indicating their responses. The teacher immediately knows who has understood the material. A variation on this activity would be for the teacher to hand out cards with facts about a particular planet and then make a statement about that planet. For example, the teacher may say, “This planet revolves around the sun in 365.28 days.” Students would hold up the card that had earth written on it with that information.

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| Comprehensible Input Techniques | Go back to <a href="#">Listening Considerations</a> |
|---------------------------------|---|

The following techniques can make input more comprehensible:

Vocabulary:

- Simplify the vocabulary but retain the key concepts and technical terms
- Do not use many synonyms
- Introduce new vocabulary with clear definitions, and repeat those new words as frequently as possible

Grammar:

- Use the simpler verb tenses, such as the present and present progressive
- Use simple past and simple future
- Speak or write in the active not passive voice
- Use pronouns sparingly
- Be careful with indefinite words such as *it*, *there*, and *that* at the beginning of sentences
- Eliminate relative clauses with *who*, *which*, or *whom* whenever possible
- Minimize the use of negatives, especially in test questions
- Preserve the features of the written or spoken word that convey meaning

Sentence and paragraph formation:

- Reduce the number of words in a sentence
- Reduce the number of sentences in a paragraph
- Say or write the topic sentence first

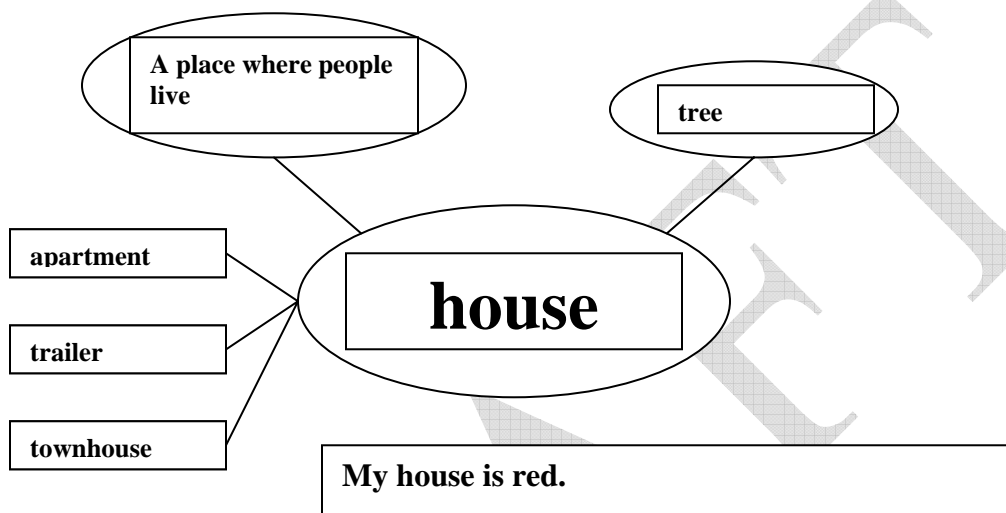
|                            |  |
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| Concept Definition Mapping | Go back to Reading <a href="#">3.1</a> |
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This graphic organizer gives students a deeper understanding of new vocabulary and/or concepts. There are many different forms one could use, but most include the definition, a predicted definition, the category of the word, properties, examples, non-examples, the word in a student generated sentence, and a picture/visual representation. A concept definition map can be printed from the website <http://curry.edschool.virginia.edu/go/readquest/strat/cdmap.html>

**Content Area: Reading**

**Core Content/Topic: Comprehension**

This strategy can be adapted to use with students of **all levels** of language proficiency. For example, **LEP beginning students** can use this to learn basic vocabulary while **LEP-intermediate and LEP-advanced** use it to learn more academic vocabulary. Below is a concept definition map for the word “house.” The top circle is the definition of the word. The next circle is an example of what the word is not. To the side are three examples of houses. At the end, the student makes a sentence using the word “house.”



**Content Conversation**

Go back to Speaking [2.1](#), [2.3](#), [2.5](#), [2.6](#)  
 Go back to Reading [3.3](#)

Teachers need to engage students in meaningful conversations about the content being studied. This provides students with an opportunity to practice the use of academic vocabulary. Students should be given ample opportunities for informal conversations to discuss questions they have and content based topics.

**Context Clues**

Go back to Reading [3.1](#)

Most of the vocabulary that students acquire does not come from direct instruction. Rather, the meaning of the unknown word is inferred from the context within which the word is presented. Competent readers use and acquire this strategy easily and independently while struggling readers need direct instruction on what context clues are and how they can use them to deduce the meaning of unknown words. Therefore, teaching how to use context clues is an effective way to help struggling readers become competent readers. As students use context clues to learn more vocabulary, they are able to read more difficult texts with ease. As they read more difficult texts, they are exposed to more difficult vocabulary and use this strategy to understand such vocabulary, and so on and so on. Teaching students how to use context clues begins with teaching them the different types of context clues. There are:

1. Synonym/restatement: These context clues are simply a restatement of the word in simpler, easier to understand terms. For example: Mary is a procrastinator- she never starts working until the last minute.

2. Comparison/contrast: These context clues compare one word to another word and thereby telling us what the word means. For example: Jim is very *industrious*- he wakes up early and works until going to bed. His brother, on the other hand, is quite lazy. He sleeps late, goes to bed late and never gets anything done.

3. Definition/description: These context clues clearly define and/or describe the word, usually in the same sentence. For example: Jill is an *engineer*, a person who builds bridges.

4. Association: These context clues tell us the meaning by describing the situation in other sentences. For example: Bill is the most troublesome student in the school. He comes to school late, never finishes his homework, and gets in fights with other students. His teachers think that he is *incorrigible*.

5. Series: These context clues list items in a series, telling us the group that the unknown word belongs to. Even if you don't know specifically what the word means, you can have an idea of what it is or how it is used in the text. For example: The *dulcimer*, the fiddle and the banjo are common instruments in bluegrass music.

This website has a lesson plan for aimed for LEP students who need help developing their using context skills. It uses non-sense words to demonstrate how we use the context to decode meaning.

<http://esl.about.com/library/lessons/blreadcontext.htm>

### Content Area: Reading

### Core Content/Topic: Comprehension

Help LEP students use context clues to determine the meaning of familiar words they encounter when reading. For **LEP-beginning students**, this may be simple vocabulary that is common knowledge for their peers, such as *sandal*, *beach*, or *basement*. For **LEP-intermediate** and **LEP-advanced**, this will help them acquire difficult academic vocabulary

- Using an overhead projector, display a short paragraph that contains one difficult word (in italics or bold).
- Tell the students to read the paragraph 2 or 3 times to get a feel for the passage.
- Read the sentences before the unknown word, and then read the sentences that come after the unknown word.
- Discuss the passage, the plot/text structure to look for more clues.
- Ask the students if they have heard the word before; if so, what was the situation?
- Brainstorm possible meanings and synonyms for the unknown word and write down their ideas.
- Re-read the passage using the synonyms they created. The teacher can then explain which words were correct and which words were not and why.

Students can do independent practice similar to the group activity after the demonstration of how to use context clues.

### Counting Words

### Go back to Reading [3.1](#)

This activity can be used for teaching concepts of print. Students are given a set number of counters (e.g., bingo chips, paper clips, craft sticks). The teacher begins by saying a sentence at a normal rate. As the teacher repeats the sentence pausing after each word, the students put down counters. Then the students count the counters and decide how many words were said.

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| <b>Cut-Apart Sentences</b> | <a href="#">Go back to Reading 3.1</a><br><a href="#">Go back to Writing 4.1</a> |
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This strategy can be used to learn beginning nouns, pronouns, and action verbs, as well as to learn sentence expansion. Begin with a complete but simple sentence that has a basic subject and verb. For the **beginning LEP student**, use pictures of different people as subjects and pictures of different actions as verbs. Sentence strips should be cut into two pieces to assemble into a complete sentence once the subject and verb have been chosen.

Example: Use a picture of the teacher and pictures of the different students for subjects while using pictures of the students/teacher performing various actions. Assemble the pictures into a subject/verb combination and then write the parts of the sentences on cut-apart sentence strips. **Beginning students** would be working with the pictures and oral language while **intermediate and advanced** would be focusing more on the printed words that corresponded with the pictures.

|          | <u><b>Subject</b></u> | <u><b>Verb</b></u> |
|----------|-----------------------|--------------------|
| Picture: | Mrs. Fernandez        | writes.            |
|          | Manuel                | jumps.             |
|          | Dhara                 | reads.             |

Sentence strips would be below each set of pictures. The strips would be put together to make a sentence and then cut apart to combine with other strips to make new sentences. When there is enough vocabulary, sentence expansion can begin to include prepositional phrases which answer the questions: how, when, where, why, etc.

| <i><b>When?</b></i>  | <i><b>Who/What?</b></i> | <i><b>Did What?</b></i> | <i><b>Where?</b></i>          |
|----------------------|-------------------------|-------------------------|-------------------------------|
| On December 16, 1773 | colonists               | threw tea               | into the bay at Boston Harbor |

***Why?***  
 to protest a tax on tea.

Cut-apart sentences can be used in any subject area and for any level of LEP student.

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| <b>Cycle Organizer</b> | <a href="#">Go back to Reading 3.2, 3.3</a><br><a href="#">Go back to Writing – 4.1, 4.2</a> |
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This graphic organizer, used during reading for taking notes, provides a representation of circular patterns in ideas, events, or concepts, so that students can see the progression of a cyclical sequence.

**Content Area: Science**

**Core Content/Topic: Rock Cycle**

Students complete the graphic organizer with information on each sequence while reading the chapter on rock cycle.

(Circular organizer)

Use headings “Sedimentary Rock,” “Metamorphic Rock,” “Magma,” and “Igneous Rock” (arrows will go both ways for sedimentary rock and metamorphic rock and for magma and igneous rock. There is a middle arrow from igneous to metamorphic)

- **Advanced and intermediate LEP students** can complete the activity as described.
- **Beginning LEP students** can illustrate each sequence and use words or phrases.

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| <b>Describe and Draw</b> | <b>Go back to Listening <a href="#">1.1</a><br/>Go back to Speaking-<a href="#">2.1</a>, <a href="#">2.2</a>, <a href="#">2.3</a></b> |
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This barrier game allows students to practice giving directions, describing objects and describing positions (i.e., under, near, next to, to the left of). Working in pairs, a student describes to a partner what is being drawn. The partner draws the picture based on the description. (*Scaffolding Language, Scaffolding Learning*, Gibbons, p. 32)

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| <b>Dialogue Journal</b> | <b>Go back to Writing <a href="#">4.1</a>, <a href="#">4.3</a>, <a href="#">4.4</a></b> |
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A dialogue journal is a written conversation between learners. Two partners write comments, questions, or notes to each other in relation to something being read or studied in class. This interactive journal helps to develop fluency and authentic conversation on paper. Students write journal entries about a variety of personal topics. A teacher may decide to use the journals for other content areas such as to respond to independent reading or other assigned areas of study. A teacher or partner responds regularly in a personal and immediate manner to the content (not the form) of the writing not involving grammar, spelling, or structure corrections. The writing is functional and purposeful because students reply and then elaborate on what has been written. Entries can be brief in the form of comments, questions, or notes to each other.

1. In order to use dialogue journals in the classroom, introduce the purpose of this activity, which is to write to a specified audience in order to communicate personal stories, ideas, thoughts and feelings in an informal writing environment. Model this by presenting forms of journal writing found in literature and other forms of print. Demonstrate having a written conversation with selected students by writing on a transparency on the overhead projector.
2. Then establish a system of exchange. (It is recommended to have steno or memo notebooks for each student). The teacher may color code the journals so that they respond to a certain group of journals each day, and that by the end of the week all journals would have responses from the teacher. Or students may exchange their journals within a group or as a whole class by placing their journals in a certain location where they go to respond to others' journals.
3. Lastly, schedule a time for students to write and respond in the dialogue journal such as for homework or during a special time of the day.

Note the examples below:

**Content Area: Reading**

**Core Content/Topic: Reading Comprehension**

For **advanced and upper intermediate students**, dialogue journals can be used to “converse” about books read independently. The letters would be a forum in which students discuss what they think and feel about what they have read, what they like or dislike, and what the book means to them. They may also ask questions, request help and respond to previous comments.

Dear Ms. Bosco,

I read A Bad Case of Stripes by David Shannon. It is a funny story of a little girl named Camilla Cream. On the first day of school she gets a disease changes colors. She even turns into her room. I really liked this book. But how did she get sick?

Yours truly,  
Maria

Dear Maria,

That is one of my favorite first day of school stories! Camilla Cream is a little nervous about going to school and wants to be like everyone else. Do you remember what you felt like on your first day of school? What did Camilla learn about herself in this story?

Yours truly,  
Ms. Bosco

P.S.-I am looking forward to your response.

**Content Area: Writing**

**Core Content/Topic: Purpose and Audience**

**Beginning LEP students** need to feel comfortable and encouraged to begin writing in English. Therefore, dialogue journals focus on general personal information and allow for early productions and drawings. At times, their entries may be difficult to decipher. Use best judgment to either guess the subject matter or go to the writer for clarification.

Dear Armin,

I have two cats. (stick drawing of two cats)  
But I like dogs too. (stick drawing of a dog).  
Which pets do you like?

Your teacher,  
Ms. Bosco

Dear Ms. Bosco,

I like cats.  
I like dogs.  
I have a fish because I live in an apartment.  
Do you have an apartment or a house?

Your student,  
Armin

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| <b>Dictogloss</b> | <a href="#">Go back to Listening 1.1, 1.2</a><br><a href="#">Go back to Speaking 2.3</a> |
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Adapted from a Ruth Wajnryb technique, this Two-Way Listening Strategy develops listening skills while integrating speaking, reading and writing. At a normal speed, the teacher reads a passage through twice while the students just listen. The passage should be on a topic that students already know something about. While the teacher reads the passage through a third time, students should write down as many key words and phrases as they can, as fast as they can. Students are not expected to write everything down. In pairs, students compare and discuss and try to reconstruct the original text. Two pairs combine to form a group of four and repeat the process. At this point, students may be asked to write out the passage individually or as a group. The goal is to produce a text that has the same information and is appropriately worded (*Scaffolding Language, Scaffolding Learning*, p. 143). Note the following example:

|   |  |
|---|--|
| <b>Content Area: Science</b>  | <b>Core Content/Topic: Animal Habitats</b> |
| <p>Introduce <i>Over in the Meadow</i> by Ezra Jack Keats to the class by explaining that they will listen to a short rhyming story about some animals. Have children connect to prior learning by asking them to predict what information the author might include if he provides some information on the animals' habitats.</p> <p>The following modifications are examples of ways to address students' varying levels of English language proficiency:</p> <ul style="list-style-type: none"> <li>• <b>Upper intermediate and advanced LEP students</b> could complete the activity as described in the description of Dictogloss.</li> <li>• <b>Lower intermediate and intermediate LEP students</b> might use a graphic organizer to assist them with the activity</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Over in the meadow</b> _____ → _____ (habitat)</p> <p><b>lived a mother</b> _____ <b>number of babies</b> _____</p> <p style="text-align: center;">_____ animal _____</p> <p><b>what they did</b> " _____ !" <b>said the mother</b></p> <p style="text-align: center;">(action or noise)</p> </div> <ul style="list-style-type: none"> <li>• <b>Beginning level students</b> can be asked to listen for and write number words and animal names in the order that they hear them in the story. For some students, providing a word bank of animals and numbers might be appropriate.</li> </ul> |  |

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| <b>Directed Reading Thinking Activity</b> | <a href="#">Go back to Speaking 2.3</a><br><a href="#">Go back to Reading 3.2, 3.3</a> |
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This reading strategy provides support at the beginning of a story to help students get into the text. It provides a good model of active questioning during reading. The goal is for students to use this strategy without teacher participation.

- ✓ Students read the text themselves silently after having made predictions during oral discussion.
- ✓ The teacher invites predictions and confirmations on one portion of the text at a time and then tells the students how many paragraphs to read in order to find out whether their predictions are correct.



**Link:** <http://www.pwcs.edu/curriculum/sol/directedread.htm>

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| <b>Drama/Skits</b> | <b>Go back to Speaking <a href="#">2.1</a>, <a href="#">2.2</a>, <a href="#">2.3</a>, <a href="#">2.4</a>, <a href="#">2.6</a></b> |
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Role playing is the main focus of this particular strategy whether it is role playing a sequence in a story or the movement of a proposed law through the ratification process.

The most basic role playing strategy for **beginning LEP students** is that of action-acting out a variety of movements such as the following: walk, jump, run, hop, read, write, listen, eat, drink, etc. As their vocabulary increases, then basic skits can be developed by the more **advanced LEP students**, which incorporate these actions into the skit so that the beginner can better understand.

Charades is a basic role play game where the character has to act out a word or words and the audience must guess. At the beginning level, this is where drama would begin. Skits with characters, conversation, etc. would be developed later as vocabulary developed.

*Overhead Transparencies for Creative Dramatics* is a book of transparencies and headband patterns published by Creative Teaching Press. The transparencies provide the scenery. The students wear the headbands and act in front of the scenery provided by the overhead.

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| <b>Echo Reading</b> | <b>Go back to Listening <a href="#">1.1</a><br/>Go back to Speaking <a href="#">2.4</a></b> |
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This guided reading intervention is reading after the teacher. It's usually done one sentence at a time and tries to match the teacher's emphasis and fluency. Some good examples are *Brown Bear, Brown Bear, What Do You See?* and *Hattie and the Fox*.

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| <b>Elkonin Boxes</b> | <b>Go back to Listening <a href="#">1.1</a><br/>Go back to Reading <a href="#">3.1</a></b> |
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This oral segmentation activity promotes phonemic awareness. Students are given a sheet of paper with 3 or 4 connected one-inch boxes and four chips. As teachers say three or four letter words, students are asked to put one chip in each box for each sound that they hear. Silent letters do not get chips (*Enhancing English Language Learning in Elementary Classrooms*, p. 17).

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| <b>Content Area: Social Studies</b>  | <b>Core Content/Topic: United States Geography</b> |
| <p>This activity would be useful for students with limited formal education or very early readers. Cut pictures from magazines, workbooks or use your own drawings related to the United States. Hold up a picture and say the word. Students then repeat the word and place a chip in a box for each new sound that they hear. Words should have only 3 or 4 sounds. Pictures and words could include: flag, state, map, globe, road, lake, ocean, etc.</p> |  |

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| <b>Films/Educational TV Programs</b> | <b>Go back to Listening <a href="#">1.1</a></b> |
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Films involve students visually in a topic and contain narration that builds concepts and vocabulary. It is important to preview films for comprehensibility and to stop the film at crucial points to ask questions that clarify or underscore important points.



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| <b>Find My Partner</b> | <b>Go back to Listening <a href="#">1.2</a></b><br><b>Go back to Speaking <a href="#">2.1</a>, <a href="#">2.2</a></b> |
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This game is effective for **beginners**, reinforcing question forms and describing.

- Deal out four to six pictures. Two of the pictures are identical and the others have minor differences.
- One of the two pictures should be marked with an X. The student with this card has to find the other picture by questioning the other members of the group using specialized vocabulary for subject matter.
- Students must not show their cards to the other players.
- Members of the groups are required to actively listen and report the differences or similarities (*Scaffolding Language, Scaffolding Learning*, Gibbons, p. 33).

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| <b>Content Area: Science</b>   | <b>Core Content/Topic: Characteristics of Plants and Animals</b> |
| <p>Obtain sets of cards with pictures of plants and animals in the unit of study. Each set could be an assortment of birds, butterflies, beetles, fish, snakes, etc., for example. Give a set to each group to complete this activity. Once group is finished with task, they swap sets with another group. As a follow up for this activity, students discuss and chart as a whole group the words that were used to describe the characteristics. This may present an opportunity to introduce specialized vocabulary that better describes the appearances of certain animals.</p> <p>The following examples address how this activity can be used with students of varying levels of English proficiency.</p> <ul style="list-style-type: none"> <li>▪ For <b>advanced LEP students</b>, simply provide oral demonstrations of the question form and response form using an example card                         <p><i>Does you butterfly have spots?</i><br/>                         -Yes, it does have spots.<br/> <i>How many spots does it have?</i><br/>                         -It has 8 spots<br/> <i>Is you butterfly yellow?</i></p> </li> <li>▪ <b>Intermediate LEP students</b>, may need a written model of question and response either posted or on individual handouts.                         <p><i>Is your butterfly _____?</i>      -Yes it is<br/>                         Blue and purple      -No, it isn't<br/>                         Blue and yellow</p> <p><i>Does your butterfly have _____?</i>      -Yes, it does.<br/>                         2 stripes      - No, it has _____.<br/>                         3 stripes<br/>                         6 dots<br/>                         8 dots</p> </li> <li>• <b>Beginning LEP students</b> need to be allowed to make early production. Therefore, questions and responses may be fragmented. Though when placed in groups with more proficient students, they will get exposure to the question and responses. Another student in the group may repeat complete form for the student.</li> </ul> |  |

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| <b>Find the Difference</b> | <a href="#">Go back to Listening 1.2</a><br><a href="#">Go back to Speaking 2.1</a> |
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This barrier game reinforces question forms and describing that involve an informational gap between two students or groups of students. A pair of students has two similar but not identical pictures. Students must be aware of the number of differences for which they are looking (the outcome of the task). They must find the differences by questioning each other and/or describing the picture (*Scaffolding Language, Scaffolding Learning*, p. 144).

Find the Difference could be utilized in several science units by providing similar pictures with slight differences of animal habitats and ecosystems, magnet experiments, or electrical systems. Tasks should vary based on the cognitive ability of the age of the learner as second language learners must acquire language skills as they make academic advancement. Note the example below:

|   |  |
|---|--|
| <b>Content Area: Science</b>  | <b>Core Content/Topic: Animal Habitats &amp; Ecosystems</b>  |
| <p>Distribute card sets of different habitats to each pair of students. Each set contains similar habitats with small differences. (On bottom or back of card note the number of differences that students need to find). For example, if students have picture cards of a forest habitat/ecosystem:</p>  |  |
| <p><b><u>Student 1</u></b><br/>                     There is a spider in the web.<br/>                     Do you have a deer in your habitat?<br/>                     Does it have antlers?<br/> <br/>                     Yes.<br/> <br/>                     No, there are 2 babies.</p>  | <p><b><u>Student 2</u></b><br/>                     There is a spider and a fly in the web.<br/>                     Yes.<br/>                     No.<br/>                     Is there a bird next in the tree?<br/> <br/>                     Are there 4 baby birds?</p> |
| <p>The following modifications are examples of ways to address students' varying levels of English language proficiency:</p> <ul style="list-style-type: none"> <li>• <b>Advanced and upper intermediate students</b> could complete the activity as described above.</li> <li>• <b>Lower intermediate and intermediate LEP students</b> might need a graphic organizer to assist them with this activity.<br/>                         <i>There is _____.</i><br/>                         <i>Does your picture have _____?</i></li> <li>• <b>Beginning level students</b> may need to be provided with a word bank of animals and plants found in the habitat.</li> </ul> |  |

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| <b>Flow Charts</b> | <a href="#">Go back to Reading 3.2, 3.3</a> |
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A flow chart can be used as a before, during or after reading strategy. It is a pictorial representation describing a process being studied or even used to plan stages of a project. It is useful when examining how various steps in a process work together.

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| <b>Content Area: Social Studies</b>  | <b>Core Content: Technology &amp; Manufacturing</b> |
| <p>The students will complete a flow chart as they read about the process for making yarn.</p> |   |

|  |                     |           |            |             |
|--|---------------------|-----------|------------|-------------|
| 1. Shearing  | 2. Wash or scouring | 3. Dyeing | 4. Carding | 5. Spinning |
| <ul style="list-style-type: none"> <li>• <b>Advanced and intermediate LEP students</b> can be given the technical vocabulary to illustrate and put into the correct order.</li> <li>• <b>Beginning LEP students</b> can give each completed steps with illustrations to be put into the correct order while reading</li> </ul> |                     |           |            |             |

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| <b>Graphic Organizers</b> | <b>Go back to Reading <a href="#">3.1</a>, <a href="#">3.2</a>, <a href="#">3.3</a></b><br><b>Go back to Writing <a href="#">4.1</a>, <a href="#">4.2</a>, <a href="#">4.4</a></b> |
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Graphic organizers provide students with visual representations for their thinking and learning before, during, or after reading. They are effective for making abstract concepts more concrete, organizing and categorizing information, and depicting relationships among ideas.

The following guidelines may be helpful:

- ✓ Look at the text and decide how the information can best be organized. If the text structure is topic/subtopic/details, you will probably want a web or data chart. If the text compares two or more things, a data chart or Venn Diagram works well. Time lines help children focus on sequence. Casual chains focus students on causal relationships.
- ✓ Let the children see you construct the graphic organizer skeleton. Use this time to discuss the words you are putting in the organizer since these are apt to be key vocabulary from the skeleton.
- ✓ Have students read to find information to add to the organizer
- ✓ Complete the organizer together.

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| <b>Guided Reading</b> | <b>Go back to Speaking <a href="#">2.4</a></b><br><b>Go back to Reading <a href="#">3.1</a>, <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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Guided reading invites the teacher to model his/her own thinking and comprehension strategies out loud and teaches children to do the same. Small groups of readers at a similar reading level are guided through the decoding and comprehension of a new text that is slightly more challenging than those of their independent reading level. In other words, the texts used in a guided reading lesson are *leveled*

A guided reading lesson has three basic parts: pre-reading, guided practice, and post-reading.

In the **pre-reading portion**, the teacher sets the scene by drawing on background knowledge. The teacher also sets up scaffolding, which is support for reading strategies the students have not fully acquired.

During **guided practice**, the teacher listens in on the students' oral reading in order to both evaluate and to assist in the effective use of strategies. When the students read aloud, softly at their own pace, it should not turn into a choral reading. Another feature of guided practice is repeated readings, such as rereading with a "buddy" (thus, the term "Buddy Reading").

During the **post-reading session**, the teacher follows up with comprehension checks. Also at this time, students share strategies that they used successfully during guided practice.

In summary, "The idea is for children to take on novel texts, read them at once with a minimum of support, and read many of them again and again for independence and fluency" (Guided Reading by Fountas, Irene & Pinnell, Gay Su).

### **Considerations for LEP performance levels:**

- **Beginners:** The beauty of the guided reading lesson is that it can be adapted to any reading level. The most basic texts for beginners have just one word per page, and the meaning of the word is fully supported by the illustration. This is perfect for the beginning English speaker. Also, if the beginner happens to be literate in his or her first language, and that language is Spanish or French, the reading teacher is in luck. Many of the leveled texts in ReadingA-Z.com come in Spanish, English, and French. The students love to have back-to-back copies of the English and their native language.
- **Intermediate:** Once again, there is no reason for the intermediate LEP learner to be left behind in a guided reading lesson. He or she can be placed in a group at the appropriate level where learning will take place. Buddy Reading is going to be a very beneficial part of the program. The student can be paired with a native English speaking buddy, and receive modeling of a native speaker reading at his or her level.
- **Advanced:** The advanced LEP learner will benefit from the guided reading context by continually being stretched to higher order thinking about a text in his or her second language.

The following link will give more help in understanding the context of Guided Reading:  
[http://www.mcps.k12.md.us/curriculum/english/guided\\_rdg.html](http://www.mcps.k12.md.us/curriculum/english/guided_rdg.html)

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| <b>Hennings Sequence Strategy©</b> | <b>Go Back to Writing <a href="#">4.4</a></b> |
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This drafting strategy, highlighted in materials distributed by Virginia Rojas, helps writers clarify the organization of information. Students complete the following steps:

1. “Fact storm” to record knowledge after they have had a chance to become familiar with a topic through viewing films and slides, interviewing people, going on excursions, reading, talking, and observing
2. Organize the concepts from “fact storming” by producing data charts in small groups (i.e., vertical and horizontal categories of information)
3. Draft paragraphs by directly translating the information contained in the data charts’ columns, rows or cells
4. Draft the introduction and conclusions through a teacher-guided, group writing activity
5. Read through similar pieces of discourse using the data chart concept as a post-reading activity in addition to a prewriting one
6. Return to their writing to revise their drafts

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| <b>Hot Seat</b> | <b>Go back to Speaking <a href="#">2.1</a>, <a href="#">2.2</a>, <a href="#">2.3</a></b> |
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This is an after reading strategy that can engage the whole class in a role-play activity. Students sit in a circle, with one student in the “hot seat.” The student in the “hot seat” takes on the role of a literary or historical character and is questioned by the class. Questions might include the following: *Where do you live? How did you feel when... What do you think of \_\_\_\_\_ (another character in the book)?* Other examples may include the following:

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| <b>Content Area: Science</b>   | <b>Core Content/Topic : Various</b> |
| After reading a science selection on the monarch butterfly and its use of camouflage, some questions could be: |                                     |

*Where do you live?*  
*Where do you travel?*  
*What are your colors and why?*  
*How do you protect yourself?*

During a weather unit, students may interview a Tornado. Some questions could be:

*Do you like cold air or warm air?*  
*What is your favorite part of the country?*  
*How do you form?*  
*How long do you last?*  
*If you are an F2, how fast are your wind speeds?*

- **Beginning** students would be provided very basic questions relating to who the character is such as:

*What is your name?*  
*Where do you live?*  
*Are you a boy or a girl/man or a woman?*

Or for the butterfly:  
*What are you?*  
*Are you big or little?*  
*What colors do you have?*  
*Do you walk?*  
*Can you fly?*

**“I’m Thinking of Something That...”**

**Go back to Speaking [2.1](#), [2.2](#)**

This group and pair activity allows students to practice describing things and their functions and can be used at any grade level, linguistic level, and in any subject area. Critical to this strategy is the use of pictures. Each student chooses a card from a group of pictures of objects related to a particular topic, which can include the following:

Animals and their habitats  
 Food –grocery pictures, fast food pictures, ads  
 Environmental pictures-desert, forest, ocean, city country, farm, factory, stores  
 Transportation  
 States/countries/cultures/continents

A student begins by saying “I’m thinking of something that...” and continues by describing the object. Adjectives are used to describe persons, places, or things related to the particular topic. Descriptions can be very broad and general in the beginning and then become very specific as the LEP student’s vocabulary develops. For example, a **beginning** student chooses a picture of a cow from the animal pile. His description might include color, size, shape, and sound the animal makes---“I’m thinking of something that is brown. It is big. It make milk. It moo.” A more **advanced** student might include what it eats and a more detailed description of what the cow looks like and who takes care of it.

In social studies, this strategy could be used in describing the different regions of Kentucky with respect to cities, geographic features, economy, industry, etc. Before utilizing this strategy for history, have the students complete a picture hunt for the particular topic being studied and assist in compiling the picture cards for the game. If the description was going to be the Bluegrass region of Kentucky, the picture cards would have to include Lexington, Louisville, horse farms, racetracks, the grasses that appear blue, etc.

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| <b>Inquiry and Elimination</b> | <b>Go to Speaking <a href="#">2.1</a>, <a href="#">2.2</a></b> |
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This activity helps to develop logical reasoning skills and practices question forms. From a large picture showing a range of objects within a set (i.e., animals, plants, food), one member of the group chooses one of the objects. Other students ask yes/no questions that elicit the maximum amount of information. A maximum number of questions allowed may prevent random guesses.

This communication game will also work when one student has a set of information that must be obtained by the others through questioning and elimination of irrelevant terms. The group then decides the solution based upon their inquiry. For example, if the students have been studying insects, one child is designated as the expert in the group and is given the name of an insect and a set of facts about that insect. By asking questions, the student must gather enough information about the insect so that they can determine which insect is described. When they have guessed the correct insect, they have also reviewed their knowledge of that insect. *-Fifty Strategies for Teaching English Language Learners, p.39*

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| <b>Interactive Writing</b> | <b>Go back to Writing <a href="#">4.1</a>, <a href="#">4.2</a></b> |
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Interactive writing is a form of shared writing in which the teacher and students compose a story of text and “share the pen” in writing words down on paper. The students are encouraged to write the parts of the text they are able to write while the teacher supports the students’ decision making as they practice conventional spelling and mechanics. This technique helps LEP students because the students provide the language to be written and the teacher helps them in sound out the words to be written as well as teach the use of capitalization and punctuation.

The following steps for using the interactive writing strategy have been adapted from the resource *Fifty Strategies for Teaching English Language Learners*, page87-88:

1. Provide an experience to write about (e.g., after a field trip, daily news, after reading a story/book). The shared experience gives the group something to write about.
2. Gather chart paper, markers and correction tape. Use correction tape whenever necessary, but offer support to the student who made the error.
3. Negotiate a sentence to be written. In the beginning it is best to start with a fairly simple sentence. Have the students count the words in the sentence to help the students “see” the individual words as they are written.
4. Provide support that is necessary for the students to participate successfully. For example, ask students what letter they hear at the beginning of the word or if the beginning letter would be lower-case or a capital letter. This support allows students to verbalize the decisions to be made so that all understand.
5. Reread the sentence(s) as the text is being written. Focus on decisions that must be made such as when to leave spaces, when to use capital letters, commas, periods etc.
6. Celebrate the finished story by having the group read it aloud.

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| <b>Interviews</b> | <b>Go back to Listening <a href="#">1.1</a>, <a href="#">1.2</a></b> |
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Interviews can promote two-way listening that LEP students need to be able to ask clarifying questions. Students can interview members of the class to gain personal information or information necessary for a class topic. The interview process requires the students to focus closely on the interviewee’s responses and ask further questions based upon the information provided. Interviews can also give LEP students an



opportunity to interact in a formal way and in a more formal register with an adult other than their teacher or with someone they do not know. Questions prepared beforehand (and practiced with classmates) allows for discussion about what is appropriate to ask and how these questions should be asked in terms of appropriate social politeness (*Scaffolding Language, Scaffolding Learning*, Gibbons, p. 145).

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| <b>“I Spy”</b> | <b>Go back to Listening <a href="#">1.1</a><br/>Go back to Speaking <a href="#">2.1, 2.2</a></b> |
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This oral segmentation activity promotes phonemic awareness. Teachers display pictures from a book or use the classroom/school environment to play this game beginning with the line, “I spy something with my eye that starts with ...” The game continues as the focus shifts to different sounds. (*Enhancing English Language Learning in Elementary Classrooms*, p. 17)

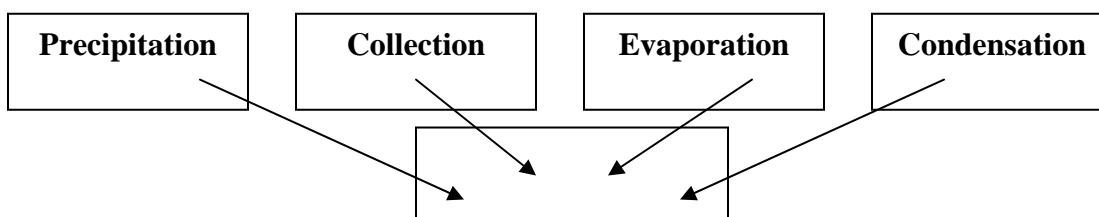
This activity can be used with beginning level English students, especially the younger ones who are just developing phonemic skills for the first time. But it can also be used with older and more advanced language students to learn blends or to review vocabulary (*Oxford Picture Dictionary for Content Areas* and Scott Foremen ESL textbook series have posters that correspond to different subject areas and contain pictures of specialized vocabulary). Note the example below:

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| <b>Content Area: Language Arts</b>  | <b>Core Content/Topic: Phonemic Awareness</b> |
| <p>Select an alliterative alphabet book such as <i>Where is Everybody?</i> by Eve Merriam that has a page with an illustration of several things that begin with the same initial sound. Read the text on the page and then say “I spy something with my eye that starts with ...” Allow different students to respond with the things that they see.</p> <ul style="list-style-type: none"> <li><b>Advanced and intermediate students</b> may select an item on a page, whisper it to the teacher, and then say “I spy something with my eye that starts with...”</li> </ul> |   |

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| <b>Jigsaw</b> | <b>Go back to Reading <a href="#">3.2, 3.3</a></b> |
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In this reading strategy, students are assigned to a group called the home, base, or beginning group. Each member is assigned a chunk of the reading material. Then students meet in expert groups with other students who were assigned that same chunk. The experts decide what is most important in that segment and then return to their home groups to share the information. This strategy is a good way to cover a long reading assignment.

For example, students are divided into 4 groups, 4 students per group. (Larger groups may be necessary). In the initial group, all 4 students read the same material. Subsequent groups are comprised of one member from each of the 4 initial groups. Students then report out what they learned in their initial groups. For example, the water cycle has 4 major parts—Precipitation, Collection, Evaporation, and Condensation. Each initial group would be responsible for one of these components. Subsequent groups would have one representative each for the four components (Precipitation, Collection, Evaporation, Condensation).





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| <b>Journals</b> | <b>Go back to Writing <a href="#">4.1</a>, <a href="#">4.3</a>, <a href="#">4.4</a></b> |
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Journals or Learning Logs can be used across the curriculum as an authentic and non-threatening activity that promotes language development as well as understanding. Journals can be utilized for writing to learn activities in which the student writes about observations and wonderings about a given subject. Moreover, journal writing can be viewed as writing to demonstrate learning. Students can record what they have learned each day, tell what they understand better now after a unit of study or lesson, or answer an open response question. In this way, journals may also be used as sources for evaluation and records of progress. Journal writing can aid the English language learner in memorizing words and information, clarifying information and concepts, as well as build fluency. There are a variety of ways journals may be used:

**Learning Log:**

Students may answer or respond in journals at the end of the day.

Examples: *What have you learned today?* Today I learned \_\_\_\_\_.

*What was your favorite lesson today? And why?* My favorite lesson was \_\_\_\_\_ because \_\_\_\_\_.

*What did you have trouble with and now can do or understand better?* I was having trouble with \_\_\_\_\_, but now I know that \_\_\_\_\_.

**Science Log:**

Students record observations, steps to an experiment, or draw and label diagrams from a lesson.

Example: two-column entry of Observations/Reflections.

| <u>Observations</u>     | <u>Reflections</u>         |
|-------------------------|----------------------------|
| I see snake on a stick. | Is he bored or scared?     |
| It is green and brown.  | Can he change colors?      |
| It flicks it tongue.    | Can a snake hear or smell? |

**Math Log:**

Students reflect and demonstrate their understanding of math functions and concepts.

Example: I know that  $4 \times 5$  is \_\_\_\_\_. I know this because \_\_\_\_\_.

**Literature Log:**

Students respond to a book they have read individually or in pairs or from a read aloud.

Example: My favorite character in \_\_\_\_\_ is \_\_\_\_\_.

I like \_\_\_\_\_ because \_\_\_\_\_.

*Reading, Writing, and Learning in ESL- A Resource Book for K-12 Teachers* by Suzanne F. Peregoy and Owen F. Boyle, p.349

**Performance Level Considerations:**

- **Beginning level LEP students** may use pictures to represent their understanding of content learning. Provide students with a word bank, perhaps on a sticky note, or picture dictionary and encourage the labeling or writing of simple phrases in entry. Depending on literacy level of student and bilingual support, writing in first language may also be acceptable. A teacher or partner could take dictation of what the student says or copy the teacher's model that includes an illustration with few words.
- **Intermediate level LEP students** may still use pictorial responses with greater use of labeling with words and phrases. Encourage strategies of using a word wall and print around the room, such as posters and content word walls. Scaffold student responses by providing prompts with word, sentence or paragraph completion and by brainstorming a list of words or phrases regarding the topic.

- **Advanced level LEP students** will still need assistance with vocabulary at times so word walls, posters, and dictionaries need to be available. They may also need scaffolds such as structured responses using graphic organizers.

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| <b>Kentucky Marker Papers</b> | <b>Go back to Writing <a href="#">4.2</a>, <a href="#">4.3</a></b> |
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The Kentucky Marker Papers are examples of student work at each grade level, P1-12. The primary markers include a number of pieces to show progress made throughout each year in the primary program. The Grades 4-12 markers represent end-of-the year writing, the result of a year of effective instruction. The papers illustrate the progression of key writing skills in specific types of writing (personal narrative, memoir, short story, information writing and persuasive writing). Each piece is annotated to show the skills that the writer has demonstrated in that piece of writing and possible next lessons to continue the writer's progress. The Kentucky Marker Papers can be used to examine LEP students' individual pieces of writing at any performance level to determine evidence of strengths and weaknesses in the piece of writing, to determine next lessons, and to assess growth over time.

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| <b>Kentucky Virtual Library</b> | <b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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The Kentucky Virtual Library can be accessed through a link at the Kentucky Department of Education website: [www.government.ky.gov](http://www.government.ky.gov). The website offers equitable access to quality library and information resources.

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| <b>Kidspiration/Inspiration</b> | <b>Go back to Reading <a href="#">3.1</a></b> |
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Kidspiration© is a software program advertised as "The visual way to think, write, and comprehend." This program was created for students in kindergarten through grade 5 to provide an easy way to combine pictures and text into graphic organizers.

Inspiration created for students in grades 6-12 promotes ways to develop ideas and organize thinking. Students use graphic organizers to represent concepts and relationships.  
 Link: <http://www.inspiration.com/home.cfm>

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| <b>K-W-L</b> | <b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a><br/>Go back to Writing <a href="#">4.1</a>, <a href="#">4.4</a></b> |
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This well-known strategy can be used before, during, and after reading. Before reading, students are asked to record what they know about the subject of the text and what they would like to know. Then during and after reading, they write down what they have learned. Before beginning the chart, the teacher leads a general discussion about the children's experience with the topic. For example, if the topic is mammals, a student should be encouraged to tell about seeing a bat at the zoo. After a general discussion, list the facts. If students disagree, turn the facts into questions for the "W" column. For example, the following exchange: "Bats eat fruit." "No, they don't!" is recorded as "What do bats eat?"

**Content Area: Social Studies**

**Core Content/Topic: Abraham Lincoln**

Before introducing the reading assignment, this strategy enables teachers to gain awareness of students' background knowledge and interests. Afterward, it helps teachers assess the content material learned. K-W-L charts can be developed as a class activity or on an individual basis. For students with limited English proficiency, the chart can be completed in the first language or with visuals that include illustrations or real-life items.

Brainstorm ideas about Abraham Lincoln and record on chart under "What I Know."

| K   | W   | L  |
|---|---|--|
| <ol style="list-style-type: none"> <li>Lincoln was important.</li> <li>His face is on a penny</li> <li>He's dead now.</li> <li>Lincoln was a President</li> <li>He was a tall person</li> </ol> | <ol style="list-style-type: none"> <li>Why is Lincoln famous?</li> <li>Was he a good President?</li> <li>Why is he on a penny?</li> <li>Did he have a family?</li> <li>How did he die?</li> </ol> | <ol style="list-style-type: none"> <li>Lincoln was President of the U.S.</li> <li>He was the 16<sup>th</sup> president.</li> <li>There was a war in America when Lincoln was president.</li> <li>He let the slaves go free.</li> <li>Two of his sons died while he was still alive.</li> </ol> |

- For **advanced LEP students**, the activity could be completed as described.
- For **intermediate LEP students**, a list of important words or phrases could be given to them to find and use to record their answers
- For **beginning students**, the "L" column could be illustrations or copying of words or phrases.

**Language Experience Approach**

Go back to Reading [3.1](#), [3.2](#)  
 Go back to Writing [4.1](#), [4.2](#), [4.4](#)

The language experience approach to reading and writing helps students to see the connections between their experiences, what is spoken and the written language. In this approach, the students' own dictated stories serve as the bases for reading instruction. The activity builds on a student's interest, background knowledge, and language proficiency and can be used with individual students, small groups, or the whole class (*Reading, Writing & Learning in ESL*, Peregoy and Boyle, p.268).

This approach is effective for LEP students because the students are able to read the text. The written words tell what they said about their experience. The following steps for using the language experience approach have been adapted from the resource *Fifty Strategies for Teaching English Language Learners*, pages 91-92:

1. Provide opportunities for students to share individual or shared experiences (e.g., field trips, science experiment, art lessons).
2. Seat students so they can see the chart or board and engage them in conversation about their experience. Encourage them to use complete sentences as they describe the activity or experience.

3. Record the students' descriptions.
4. Reread the entire text and invite the students to read along.
5. Provide time and materials for students to create their product.

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| <b>Language Focus Lesson</b> | <b>Go back to Writing <a href="#">4.1</a></b> |
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Language focus lessons concentrate on English vocabulary and usage. Although the lessons may involve math, science, or social studies content, for example, the lesson is on the language rather than the content. Lessons may center on articles, prepositional phrases, comparison words (i.e., smaller, larger, wider) etc.

The following steps in teaching a language focus lesson have been adapted from the resource *Fifty Strategies for Teaching English Language Learners*, page 95:

1. Make decisions about the types of language instruction needed based on observation and other informal or formal assessment. Group students who have the same needs.
2. Use a hands-on demonstration using visuals and realia.
3. Introduce the vocabulary and model its use giving several examples for each term.
4. Give the students an opportunity to actually perform or model a hands-on movement or activity.
5. Design informal assessments that allow you to observe the students' mastery of the focus language.

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| <b>Leveled Questions</b> | <b>Go back to Listening <a href="#">1.1</a>, <a href="#">1.2</a></b> |
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A leveled question refers to the way questions are asked so that students can answer according to their language acquisition level. Teachers may use gestures, visuals or a slower rate of speech. Students may be asked to point to a visual, give one-word answers or a complete sentence depending on the student's acquisition level.

The following steps in teaching this strategy have been adapted from the resource *Fifty Strategies for Teaching English Language Learners*, pages 223-224:

1. Determine a student's current level of English acquisition (e.g., beginning, lower intermediate, upper intermediate, advanced) through observation, formal and informal assessment, and/or program services plan.
2. Gather support materials to use with students during the lesson (i.e., visuals, artifacts) or determine gestures you will need to use to make meaning clear.
3. Plan a series of questions that will help you to involve your students and determine their levels of understanding.

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| <b>Listening Exercises</b> | <b>Go back to Listening <a href="#">1.1</a>, <a href="#">1.2</a></b> |
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Various books that provide explicit exercises in listening have been published by Academic Communication Associates. *Curriculum for Oral Language Development* gives practice in 82 different types of listening and speaking exercises. *Pragmatic Adventures in Listening (PAL)* has many language activities for improving attention, memory, and comprehension. *LEAP*, subtitled *Language Exercises for Auditory Processing*, has 79 activities designed specifically to develop listening abilities. You can write to Academic Communication Associates at P.O. Box 4279, Oceanside, CA 92052-4279

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| <b>Literature Circles</b> | <b>Go back to Listening <a href="#">1.2</a></b><br><b>Go back to Speaking <a href="#">2.6</a></b><br><b>Go back to Reading <a href="#">3.3</a></b> |
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Alternatively called “reading circles,” this group approach to reading can improve and extend students’ understanding of what they read. Although it is often used with fiction, it also works well with informational text. The teacher determines key ideas for discussion, and then each student is assigned a job within the circle, i.e., “leader,” “summarizer,” “connector,” etc. The roles determine the purpose for reading. This activity differs from Book Club Groups in that the students usually do the reading on their own with interactive time given to read and respond to the literature.

Link: <http://eduscapes.com/ladders/themes/circles.htm>

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| <b>Looping</b> | <b>Go back to Writing <a href="#">4.1</a></b> |
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This drafting strategy helps students develop details related to a topic. Students write for 3 to 5 minutes and then go back to circle key words or phrases in their writing. They repeat the procedure and write again to learn to develop details.

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| <b>Manipulative Strategies</b> | Go back to <a href="#">Considerations for Delivering Instruction</a> |
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Manipulatives provide students an opportunity to “move” or “manipulate” devices to support their thinking and learning. Manipulatives can be effective for any content area. For example, in science students may be asked to use models of the human body, Styrofoam balls and toothpicks for construction, and magnets and/or batteries in experiments. In mathematics, students often use beans as counters, colored linking cubes for building patterns, and measuring cups and containers for studying measurement. Vocabulary study can also be enhanced using colored blocks to teach colors, singular/plural forms or adjectives of shape, size, texture, and color (*Fifty Strategies for Teaching English Language Learners*, page 126).

Frank B. May, in *Reading as Comprehension*, uses the following definition:

“These materials are for developing concepts, vocabulary, graphophonic awareness, and for telling and retelling stories or ideas. Examples of manipulatives include sentence strips and word cards.”

Manipulatives are beneficial to all English language learners as they acquire new skills and demonstrate their knowledge.

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| <b>Mini-Lesson</b> | <b>Go back to Reading <a href="#">3.1</a>, <a href="#">3.2</a>, <a href="#">3.3</a></b><br><b>Go back to Writing <a href="#">4.1</a>, <a href="#">4.2</a>, <a href="#">4.3</a></b> |
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Mini-lessons are used to introduce and highlight concepts, techniques and information. Some mini-lessons may be on a single, highly focused topic (e.g., brainstorm titles, specific literary term, a punctuation mark). At other times the mini-lesson may be longer and interactive (e.g., generate ideas and build a theory, role-play a good peer conference technique, practice a strategy using students' work). Teachers set up situations during mini-lessons to model specific strategies. Kathleen Fay and Suzanne Whaley talk about mini-lessons in their book, *Becoming One Community: Reading & Writing with English Language Learners* (Stenhouse):

At the beginning of the year, reading workshop mini-lessons will be procedural in nature, such as how to choose books for independent reading or what to do when the teacher is working with someone and a student needs something. These lessons always include the teacher's reading aloud a picture book or a poem to set the mood before independent reading and to model fluent reading. Soon the lessons shift to a greater focus on strategy. Here the teacher may provide an opportunity for shared reading by projecting a text on an overhead transparency, or may model such behavior as how to look at headings to preview an article, what to do when you don't know how to pronounce a name, or how to make inferences while reading (p.40).

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| <b>Mix and Match</b> | <b>Go back to Speaking <a href="#">2.1</a>, <a href="#">2.2</a>, <a href="#">2.5</a></b> |
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This cooperative learning strategy allows students of **all levels of language proficiency** to increase appropriate interaction with class members using both verbal and non-verbal means. Each student receives a prepared card and begins walking around the room greeting each other appropriately. Each time a student greets a classmate, they exchange cards until the teacher asks them to stop. Students work together to find the person with the card that matches the card they have at the end of the activity.

**Content Area: Math**

**Core Content/Topic: Multiplication**

While this is largely a cooperative learning activity to increase verbal communications between students, having a content area concept on the prepared cards would help decrease the anxiety of actually having to greet one another. On the prepared cards, have a math concept such as the products of multiplication tables while on other prepared cards, have the multiplication problem that matches the product.

As students walk around and greet one another and exchange cards, the purpose and focus would be to find as many multiplication problem cards as possible to match the assigned product card. In doing this particular activity, use only one or two multiplication tables such as the 2's and 5's to begin. Then expand to the more difficult tables. In this manner, a critical oral language activity is being incorporated during a math drill time.



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| <b>Multimedia Presentations</b> | <b>Go back to Listening <a href="#">1.1</a><br/>Go back to Speaking <a href="#">2.3</a>, <a href="#">2.5</a></b> |
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Multimedia presentations involve the use of media such as audio and video equipment, computers and related software and Internet sources. VCR's, videodisk players, video cameras, computers, and Internet access are becoming more accessible to students. These resources can be helpful for LEP students especially if it allows for access to information in multiple languages to support their learning.

The following steps in implementing multimedia presentations have been adapted from the resource *Fifty Strategies for Teaching English Language Learners*, pages 134-136:

1. Model the use of multimedia by incorporating video clips, overhead projector audiotapes, and other media as you teach.
2. Introduce the different media slowly. Begin with one piece of equipment and encourage students to use it as they demonstrate learning. (This approach will also help teachers who have little experience and may feel overwhelmed). For example, you may ask cooperative groups to work together to create a transparency that documents the work of the group. Give instructions as to where to stand and how to turn the projector on and off. Demonstrate how they can reveal one portion of the transparency at a time as the new information is discussed.
3. Repeat the demonstration reviewing the reasons why the equipment is used so students can begin to make wise choices about the media they may use.
4. Allow yourself and the students time to practice with the equipment before using it for more formal presentations.
5. Pair computer users by computer experiences. Remind the more experienced partner the importance of "talking the new user through the experience" and not just doing it.
6. Assign a presentation that requires a multimedia element.

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| <b>Mystery Box</b> | <b>Go back to Speaking <a href="#">2.1</a>, <a href="#">2.2</a></b> |
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This activity helps develop logical reasoning skills and practices question forms. To prepare mystery boxes, gather shoeboxes and items that fit in them. Place one item in each shoebox and place a rubber band around each. Students work in small groups to describe the weight, shape, texture and size of each object. Groups do this with multiple boxes. At the end of the activity the students open the boxes and compare the objects with their descriptions.



**Content Area: Science**

**Core Content/Topic: The Scientific Method**

This activity illustrates the method scientists use when they investigate something they cannot see, such as atoms. Pull together common items and put them into the mystery boxes. To prepare students for this activity, bring in an item such as a basketball and have students describe it orally, making sure students describe the weight, shape texture and size. Write the description on the board or on a transparency. If students are beginners, model this the first time, then have students work with you the second time. Ask yes/no and either/or questions to guide the students in their descriptions. Do this for a few objects, which are very different from each other, writing adjectives used to describe the object.

Each time a description is given that uses a new type of sentence, write the sentence on the board as a model to use for students' individual descriptions. For beginning students, do a simple drawing next to the adjectives so the students will know the meanings when they work individually. Next, model the process using an object in a box. Have students come up and give descriptions of the object in the box. Again, write any new adjectives that are used and any new sentence structures that model the language.

- Before students work in groups, categorize the adjectives into shape, texture, weight and size.
- Have students brainstorm other adjectives that might be used in each category and write these on the board so students will have a reference as they begin to work individually.
- Students then work in groups. Each group is given a box and students write a description of what is in it. You might have students draw what they think each object will look like.
- Have groups exchange boxes and repeat this process a couple of times.
- Open the first box that was used for the demonstration and then compare the object in it to the written description, then allow students to open the boxes and compare the objects with their descriptions.

**Numbered Heads Together**

**Go back to Reading [3.1](#)**

Numbered Heads Together is a co-operative learning activity that can be used to check prior knowledge, review material, develop thinking skills, and promote speaking and listening skills in any area of the curriculum. When using this strategy, the following guidelines may be useful:

1. Have groups of four number off or assign each a number 1-4. If a group is uneven, the number 3's will have to answer for both 3's and 4's. Most importantly, groups should be of mixed ability levels.
2. Ask a question or give a problem to solve such as "*What are the three branches of government?*" or "*How many sodas are there in a crate if each crate has 12 boxes, and each box has 24 cans in it?*" or "*What is a simile? Give an example.*" or "*What punctuation mark is missing from this sentence?*" Remind students to make sure everyone is actively participating and can answer the question or problem. It is helpful to begin the question or prompt with "Put your heads together and tell me..." or "Make sure all of you can answer this question."
3. Give the groups enough wait time. Remind students to work quietly so other groups cannot hear them, and provide individual whiteboards for answers that require work to be shown. Monitor groups so that all are participating and that one student is not dominating.
4. Then ask for the answers by calling a number 1-4 (randomly or use a spinner). The students with that number stand up. Each of the students standing has a chance to answer, but it must be in a preset order, such as clockwise around the room. (Moving by one group with each round)
5. Check answers for all groups. And continue with more questions.

6. On occasion, you may want to ask, “*Did everyone in your group agree? Did anyone in your group have a different idea?*” Students can be instructed to answer without naming names such as, “*Well, one person thought it was \_\_\_\_\_, but another person showed us that \_\_\_\_\_*”

The advantages of this activity include 100% engagement, positive interdependence, a supportive structure and individual accountability but with reduced stress, particularly for the English language learner.

More information on co-operative learning structures by Spencer Kagan go to”

<http://home.att.net/~clnetwork/structures.htm>

### **Performance Level Considerations:**

- **Beginning level LEP students** should be monitored to ensure they are being allowed to participate in the group. If there is a problem, remind group members to repeat the answers for the English language learner and have them practice by saying the answer. Of course, whiteboard responses that do not require a verbal response would help the student feel comfortable in participating.
- **Intermediate level LEP students** can participate fully with more assurance from their classmates. Responses may still be simple or incorrectly phrased, but still coherent with sensitivity to their pronunciation, grammar, and vocabulary.
- **Advanced level LEP students** should be encouraged to participate fully and explain their answers. Accept grammatically incorrect answers, but repeat correctly for clarification.

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| <b>Oral Blending</b> | <a href="#">Go back to Listening 1.1</a><br><a href="#">Go back to Speaking 2.4</a><br><a href="#">Go back to Reading 3.1</a> |
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Blending is the ability to combine individual phonemes together so as to pronounce a meaningful word (*Phonics for the Teacher of Reading*, Barbara Fox and Marion Hull, Merrill Prentice Hall, 2002). Oral blending activities help in the development of phonemic awareness and may focus on combining one or more of the following: phoneme by phoneme- /s/ + /a/ + /d/; onset/rime- /p/ + at; and/or syllables- *can* + *dle*. Teachers can choose from a variety of oral blending activities such as those that follow from *Enhancing English Language Learning in Elementary Classrooms*:

**Put It Together:** Using a classroom puppet, students will guess what word the puppet is saying by listening to the word parts. For example, say /s/ /u/ /n/ and let the puppet provide feedback and model blending

**Guess It:** The teacher orally segments the name of an animal, number, color, classroom objects, etc. For example, “I am thinking of a farm animal. It is a /p/...ig. What am I thinking of?”

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| <b>Oral History</b> | <a href="#">Go back to Listening 1.1</a> |
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Oral history is a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life. Often performed by a guest storyteller, this activity allows individuals to bring his or her culture to the classroom by repeating oral traditions or history. Visual support usually accompanies oral history.

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| <b>Oral Segmentation</b> | <a href="#">Go back to Listening 1.1</a><br><a href="#">Go back to Speaking 2.4</a><br><a href="#">Go back to Reading 3.1</a> |
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Segmentation is the process of separating spoken words or syllables into their individual phonemes (*Phonics for the Teacher of Reading*, Barbara Fox and Marion Hull, Merrill Prentice Hall, 2002). Oral segmentation activities help in the development of phonemic awareness and may focus on breaking words in one or more of the following ways:

- phoneme by phoneme  
 “Listen to the word *sat*. Say the word sound by sound (/s/ /a/ /t/). How many sounds do you hear?” (3);
- onset/rime –  
 “Listen to the word: *pan*. Say the first sound in the word and then the rest of the word. (/p/ ...an)”;
- syllables – “Listen to the word *candle*. Say it syllable by syllable (can...dle).”

Teachers can choose from a variety of oral blending activities. For example, students listen closely to three words having a common sound (in the same initial, medial, or final position) and tell what sound is the same (e.g., sun, sick, send; game plain, late; doll, well, hill). Teachers can choose from a variety of oral blending activities such as those that follow from *Enhancing English Language Learning in Elementary Classrooms*:

[Secret Sound](#): Students listen closely to three words having a common sound (in the same initial, medial, or final position) and tell what sound is the same (e.g., sun, sick, send; game plain, late; doll, well, hill)

[What’s the Sound?](#) *Identifying beginning sounds* (sung to the tune of “Old MacDonald Had a Farm):

What’s the sound that starts these words:  
*Basket, bug, and Bill?* (wait for response)  
 /b/ is the sound that starts these words,  
*Basket, bug, and Bill,*  
 With a /b/ - /b/ here and a /b/ - /b/ there  
 Here a /b/, there a /b/, everywhere a /b/ - /b/  
 /b/ is the sound that starts these words, *basket, bug, and Bill.*

Credit for this activity goes to: H.K. Yopp, (1992), “Developing phonemic awareness in young children” *The Reading Teacher*, 45, 696-703.

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| <b>Paired/Buddy Reading</b> | <b><a href="#">Go back to Reading 3.2</a></b> |
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Paired/buddy reading is also called partner reading. It is often used during guided reading. Students take turns reading aloud a text with a peer, supporting each other and pausing from time to time to discuss the text. The text used may be guided reading selections that the partners reread together, or they may self-select the same book. Paired/buddy reading is especially helpful to developing readers at the lower intermediate and upper intermediate levels because it helps them to read independently, to grow as readers, and to become more self-sufficient and less dependent on the teacher for assistance. During paired/buddy reading, students might take turns reading an entire text depending on its length.

Some considerations for successful implementation of paired/buddy reading include:

- Children need a variety of ways to do it. For example, some days may be designated as “take turn” days, when the partners take turns reading the pages and helping one another when the need arises. Other days may be “ask question” days, when the partners read each page silently and then ask one another questions about each page.
- Partners must be chosen carefully, and they must be switched on a regular basis. Struggling readers should be paired with the most considerate and caring capable readers.
- Guidelines and expectations for paired/buddy reading must be demonstrated and practice with feedback.

Some guidelines for paired/buddy reading include but are not limited to the following:

1. Sit side-by-side, close enough so that both partners can see the words.
2. The reader holds the book.
3. Go back and reread if you don’t understand.
4. Stop after a couple of pages and tell each other what happened. Both partners must talk.
5. Use strategies you have been taught for figuring out unknown words such as:
  - Give your partner time to think.
  - Reread
  - Read past the tricky word and come back to it.
  - Put in what makes sense.
  - Sound it out.
  - Look at the pictures.
  - Ask your partner, “Would you like me to help you?”
  - Tell your partner what the word is.

After modeling and providing guided practice, the teacher’s role during paired/buddy reading is to walk around the room listening to the students. During this time the teacher provides help if needed and makes anecdotal records. Observations and notes should focus on reading fluency, discussion, strategies used for figuring out unfamiliar words, and whether and how students are helping one another.

**Content Area: Reading**

**Core Content/Topic: Reading Comprehension**

Lower intermediate students can use paired/buddy reading to improve fluency by rereading a text together that was read in a small guided reading group with the teacher. The teacher reviews expectations for paired/buddy reading with the students such as, *both of you will need to be able to see the pages and what will you do when your partner doesn’t know a word?* The teacher then follows up with questions for the partners such as *what went well in paired/buddy reading? Were there any problems? Did any words trick you? How did you figure them out?*

Resources: *Reading Essentials* by Regie Routman  
*The Teacher’s Guide to the Four Blocks* by Patricia Cunningham, Dorothy Hall, and Cheryl Sigmon  
**On Solid Ground: Strategies for Teaching Reading K-3** by Sharon Taberski

**Paragraph Frame**

**Go back to Reading [3.3](#)**

The paragraph frame is a reading comprehension strategy that helps students to retell the story. The frame can be used for any kind of text, although it is particularly useful for information texts. There are three types of paragraph frames that can be made: a process frame (which focuses on the process used to make or do something), a contrast frame (which compares/contrasts two different topics) or an informational text frame (which outlines how the information is presented in a text.). After reading the text, students

complete the paragraph frame independently, in pairs, or as a group (Taken from *Teaching Reading in the Content Areas* by Rachel Billmeyer).

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| <b>Content Area: Science</b>   | <b>Core Content/Topic: Photosynthesis</b> |
| <p>This process frame comes from a science text on photosynthesis.</p> <p>Photosynthesis is the process by which plants convert sunlight to energy.</p> <p>First, _____.</p> <p>Second, _____.</p> <p>Third, _____.</p> <p>Last, _____.</p> <p>Without photosynthesis, plants would not live.</p> <p>This is a contrast frame, which compares living things and non-living things.</p> <p>Living things are different from non-living things in many ways. Living things can _____, but non-living things cannot. Living things have _____, but non-living things do not. A _____ is an example of a living thing. A _____ is an example of a non-living thing.</p> <p>This is an information text frame, which can be used for any content area.</p> <p>I have read the titles and subtitles of the chapter. I think this chapter is going to be about _____. Some examples that they will use to talk about this are _____, _____, _____, and _____.</p> |   |

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| <b>Paraphrasing</b> | <b>Go back to Listening <a href="#">1.1</a></b> |
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Paraphrasing is a technique that makes input more comprehensible. Teachers speak or write words and phrases that a child is familiar with as a substitute for more difficult words and phrases. Entire concepts can be explained more simply by choosing wording and examples that a child is familiar with. Paraphrasing a student's response can show the student that you are trying to understand his message, providing feedback without drawing attention to errors. Other students in the class will also have an opportunity to hear the message again in case they missed it the first time.

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| <b>Patterned Books</b> | <b>Go back to Listening <a href="#">1.1</a></b><br><b>Go back to Reading <a href="#">3.1</a></b> |
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Patterned books use repeated phrases, refrains, and sometimes rhyme to assist comprehension through the repetition of a simple sentence pattern (*Reading, Writing & Learning in ESL*, Perego and Boyle, p. 27).

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| <b>Patterns</b> | <b>Go back to Speaking <a href="#">2.4</a></b> |
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Using repeated phrases, refrains, and sometimes rhymes assist comprehension through the repetition of a simple pattern (e.g., days of the week, months of the year, counting by 2s or 5s, isolating variables to one



side of an equation). LEP students may need additional re-enforcement or practice with patterned examples.

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| <b>Peer Tutoring</b> | <b>Go back to Speaking <a href="#">2.2</a></b> |
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At first students may need to sit with a student who is from the same language background so that he/she can become more accustomed to American schools. However, students should be paired with native English speakers and speakers of other languages so that they have a need to use the English language and so that they can have language modeled by their peers.

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| <b>Personal Dictionaries</b> | <b>Go back to Reading <a href="#">3.1</a>, <a href="#">3.2</a></b><br><b>Go back to Writing <a href="#">4.1</a></b> |
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A personal dictionary is a student-created, individualized reference tool. It can serve as an introduction to using standard dictionaries while also providing a useful instrument that allows students to access and use previously learned vocabulary. The following guidelines may be helpful:

1. Provide a blank notebook. Either you or the students should write the upper- and lowercase letters at the top of each page. Some letters may need two pages, while others may only need one.
2. Provide useful high-frequency words on a piece of paper that can be glued to the front or back cover. (See below.) A second option is to use high-frequency word strips that can be glued on each page. A third idea is to have students copy words from the word wall each day until they have a useful collection.
3. Continue to have students add words they learn during word work to their personal dictionaries. Importantly, have students record commonly misspelled words from their writing pieces in their dictionaries. Make students responsible for correctly spelling words recorded in their personal dictionaries. The spelling of entries should be checked for accuracy.

**Intermediate and advanced level English language learners** can use personal dictionaries as they engage in the writing process. They are more meaningful and easier to use than standard dictionaries for students who are developing an understanding of conventional spelling.

**Frequently Used Words** From *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* by G.S. Fountas and I.C. Pinnell

|         |       |        |       |
|---------|-------|--------|-------|
| a       | for   | little | she   |
| after   | from  | long   | so    |
| all     | get   | look   | some  |
| am      | go    | looked | that  |
| an      | going | make   | the   |
| and     | good  | man    | then  |
| are     | had   | mother | there |
| as      | has   | me     | they  |
| asked   | have  | my     | this  |
| at      | he    | no     | three |
| away    | her   | not    | to    |
| back    | here  | now    | too   |
| be      | him   | of     | two   |
| because | his   | old    | up    |
| before  | house | on     | us    |

|       |      |        |       |
|-------|------|--------|-------|
| big   | how  | one    | very  |
| boy   | I    | or     | was   |
| but   | I'm  | our    | we    |
| by    | if   | out    | went  |
| came  | in   | over   | were  |
| can   | into | people | what  |
| come  | is   | play   | when  |
| could | it   | put    | where |
| day   | just | ran    | will  |
| did   | keep | run    | with  |
| do    | kind | said   | would |
| don't | know | saw    | you   |
| down  | like | see    | your  |

**Resources:**

*Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* by Gay Su Pinnell & Irene C. Fountas, 1998

*Becoming One Community: Reading & Writing with English Language Learners* by Kathleen Fay & Suzanne Whaley, 2004

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| <b>Phonemic Manipulation</b> | <a href="#">Go back to Listening 1.1</a><br><a href="#">Go back to Speaking 2.4</a><br><a href="#">Go back to Reading 3.1</a> |
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Phonemic awareness is the ability to hear, identify, and manipulate the individual sounds-phonemes- in spoken words. When students “work with phonemes,” they are manipulating the phonemes. Phoneme manipulation includes blending phonemes to make words (See Oral Blending), segmenting words into phonemes (See Oral Segmentation), deleting phonemes from words (Smile without the /s/ is mile), adding phonemes to words (Add /s/ to park to get spark), or substituting one phoneme for another to make a new word (Change the /g/ in bug to an /n/ to form bun) -*Put Reading First: The Research Building Blocks for Teaching Children to Read*, September 2001.

Note the following activity:

**Blending to a familiar tune** – Use the tune to “If you’re happy and you know it, clap your hands.” It could go like this:

If you think you know this word, shout it out!  
 If you think you know this word, shout it out!  
 If you think you know this word,  
 Then tell me what you’ve heard,  
 If you think you know this word, shout it out  
 /k/ - /a/ - /t/

The credit for this activity goes to:

H.K. Yopp, “Developing Phonemic Awareness in Young Children” *The Reading Teacher*, 45, 1992, pp. 696-703

To learn more about phonemic awareness and the importance of it, go to this ERIC Digest article:  
<http://www.indiana.edu/~reading/ieo/digests/d119.html>



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| <b>Picture Sequencing/Stories</b> | <b>Go back to Speaking <a href="#">2.1</a>, <a href="#">2.2</a>, <a href="#">2.3</a>, <a href="#">2.6</a></b><br><b>Go back to Writing <a href="#">4.1</a></b> |
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The teacher provides students with a series of pictures in random order. Students arrange them in proper order and then they talk or write about the pictures. Examples include progression of color sequencing (primary to secondary to tertiary colors) and mathematical order of operations (PEMDAS). Students could organize pictures of parentheses, exponents, multiplication, etc. into the correct order.

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| <b>Picture Sorts</b> | <b>Go back to Speaking <a href="#">2.2</a></b><br><b>Go back to Reading <a href="#">3.1</a>, <a href="#">3.2</a></b> |
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This instructional activity allows students to categorize pictures according to concepts.

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| <b>Picture Walk</b> | <b>Go back to Speaking <a href="#">2.1</a></b><br><b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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This guided reading intervention incorporates vocabulary and picture to support LEP students in predicting, inferring, and generalizing about text. The following guidelines may be helpful:

- ✓ “Walk” students through the text, looking at some or all of the visuals.
- ✓ Ask questions about the visuals, and let the students explain what they can learn from these to the other children.
- ✓ Use the visuals to introduce key vocabulary.
- ✓ Ask questions that might elicit the word, and if students don’t come up with the word, say something like, “We call this a ...”
- ✓ Have students say the key vocabulary word, and stretch it out to decide what letters they would expect to find in that word. Students can locate and point to that word in the text.

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| <b>Predictable/Patterned - Books/Charts</b> | <b>Go back to Listening <a href="#">1.1</a></b><br><b>Go back to Reading <a href="#">3.1</a>, <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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Teachers can use predictable patterned books to create charts that focus on rhyme and predictable story patterns. Predictable charts and books give students an opportunity to make use of visual clues, develop or apply knowledge of word families (using onsets and rimes), develop concepts and new vocabulary, dramatize story events and incorporate new sentence structures into their own spoken or written communication.

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| <b>Problem Solving</b> | <b>Go back to Speaking <a href="#">2.2</a></b> |
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Problem solving activities can be structured so that groups of students are presented a problem to be solved through discussion. Students then report back to the class about their solutions.

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| <b>Prove It</b> | <b>Go back to Speaking <a href="#">2.3</a></b><br><b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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This strategy asks students to make predictions based on all the visuals that a reading selection provides including the title, book cover, pictures throughout the selections, graphs, charts, maps, labels, captions and table of contents (if there is one). As predictions are made, they are numbered and written down. After the selection is read, the student must prove that the prediction is accurate by finding it in the text. You can put a check next to any predictions that are true, and cross out or modify any untrue predictions. This strategy can be used at any grade level; at the primary level, it is commonly called “picture walking.” The student “walks” through all the pictures and visuals that the selection provides.

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| <b>Content Area: Reading</b>   | <b>Core Content: Comprehension-Making Predictions</b> |
| <p>Using a 4<sup>th</sup> grade selection <i>Just a Dream</i> by Chris Van Allsburg, predictions can be made just from the title. <i>Is it a book about nightmares or dreams?</i> Then as the student “walks” through the pictures, predictions are made regarding the various types of pollution. These are charted. After the book is read, then the student must find the part of the story that proves each prediction.</p> <ul style="list-style-type: none"> <li>• <b>Advanced and intermediate students</b> should be able to make predictions following the above guidelines.</li> <li>• For a <b>beginning LEP student</b>, a working vocabulary would need to be generated that can be used for making predictions. This vocabulary list would include <i>recycle, litter, air pollution, water pollution, smog, environment, conservation</i>, etc. Rather than make predictions, the beginning level student would match the word with the picture.</li> </ul> |   |

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| <b>Content Area: Social Studies</b>  | <b>Core Content/Topic: Kentucky</b> |
| <p>This strategy is not strictly limited to reading stories; it can also be utilized in content area reading. Take for example the chapter, “Exploring and Settling ‘Kentucky,’” from the book <i>Kentucky: The Bluegrass State</i>. This chapter is full of paintings, sketches, and photographs. Predictions can be made regarding clothing, food, shelter, education, the everyday activities of a settler, and potential dangers all before reading the text. By using this strategy, the students will already have the necessary vocabulary and basic information needed to prove or disprove their predictions while reading.</p> |                                     |

A more visual extension of the activity is to take a worn out copy of the text, cut and laminate the pictures and have them posted around the classroom so that the predictions made can be written below the pictures.

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| <b>Question of the Day</b> | <b>Go back to Speaking <a href="#">2.3</a></b> |
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Teachers put a “question of the day” on the board or the overhead as a prewriting strategy. The question should stimulate problem solving. Students brainstorm responses with a partner. **Beginning LEP students** may be encouraged to use drawings or diagrams.

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| <b>Questioning Techniques</b> |  |
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Teachers should ask questions that promote critical thinking (Bloom’s Taxonomy) but reduce the linguistic demand while promoting higher-level thinking.

“For example, in a study of plant reproduction, the following question requires little thought: ‘Are seeds sometimes carried by the wind?’ a nod or one-word response is almost automatic, if the question is understood. A higher-level question such as the following requires analysis: ‘which of these two seeds would be more likely to be carried by the wind: the round one or smooth one? Or this one that has fuzzy hairs?’” *Making Content Comprehensible for English Language Learners, The SIOP Model*, 2000, p.86.

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| <b>Questionnaires/Surveys</b> | <b>Go back to Listening <a href="#">1.1</a>, <a href="#">1.2</a></b><br><b>Go back to Speaking <a href="#">2.2</a>, <a href="#">2.6</a></b> |
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Questionnaires and surveys offer students a chance to practice asking questions and interact in appropriate ways with others. Students can use information from surveying their classmates, other students in the school, teachers, or community members as a means of gaining information that involves graphing, making comparisons, or for larger projects.

Questionnaires and surveys lend themselves to beginning of the year ice-breaking activities to learn more about each other. **Beginning and lower intermediate level LEP students** can conduct simple surveys individually or in pairs on such topics as *What is your favorite color?* *What is your favorite animal?* and *How many brothers and sisters do you have?* Questionnaires and surveys can also lend themselves to math topics by graphing the information and reporting it back to the class. The following is an example of a lesson that can be implemented with more advanced LEP, older students:

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| <b>Content Area: Writing</b>   | <b>Core Content: Citizenship/Persuasive Writing</b> |
| <p>Use questionnaires as a basis for a civic project that will culminate in a persuasive address either in writing or oral presentation.</p> <ol style="list-style-type: none"> <li>1. As a whole class, brainstorm a list of issues that are relevant to the lives of the students. These issues may relate to school, neighborhoods, or local/national topics such as school uniforms, noise pollution, park maintenance, curfew, and violence.</li> <li>2. Each student selects a topic of importance for them, adopts a position, and identifies a person or people to interview on the topic. Through teacher and peer conferences, students formulate questions and practices asking them in appropriate manner.</li> <li>3. Provide models and demonstrations for students of appropriate schematic structures for presenting position in a persuasive manner.</li> </ol> |   |

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| <b>QAR (Question/Answer/Relationships)</b> | <b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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This before, during, and after reading strategy helps students improve their comprehension by illustrating the relationship between questions and answers. QAR employs three types of questions:

**Text-explicit questions** can be answered with wording that comes directly from the text. Factual questions fall into this category.

**Text-implicit questions** require the reader to draw conclusions and make inferences based on the information found in the text. To answer the question, the reader must engage in higher-level thinking: *interpreting, explaining, defining, analyzing, etc.*

**Script-implicit questions** or prior knowledge questions ask readers to predict outcomes based on their own experience.

Link: <http://curry.edschool.virginia.edu/go/readquest/strat/qar/html>

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| <b>Read Aloud</b> | Go back to Listening <a href="#">1.1</a> , <a href="#">1.2</a><br>Go back to Reading <a href="#">3.2</a> |
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Read-aloud offer opportunities for teachers to model fluency, build students' comprehension, and develop students' vocabularies. Teachers may choose to read only part of a book to peak students' interest. Nonfiction books should also be included as they introduce more complex language patterns found in informative texts. Read the text aloud using appropriate pausing and expressions. The more something is read or heard, the more comprehension there will be. Look for texts with a strong storyline with some predictability, discernible stopping points, and strong discussion points.

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| <b>Read &amp; Write Gold</b> | Go back to Listening <a href="#">1.1</a> , <a href="#">1.2</a><br>Go back to Reading <a href="#">3.2</a> , <a href="#">3.3</a> |
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Read&Write (v7) GOLD is a software program that supports reading and writing needs, bringing comprehensive literacy support through a unique set of tools for the user with literacy or learning difficulties. RWG allows users to work in a truly inclusive environment using standard applications, such as Microsoft Word, Outlook and Excel and Acrobat Reader, to hear and see text being read aloud.

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| <b>Readinglady.com</b> | <b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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Readinglady.com is a recommended free web resource offering support for all areas of teaching and learning. Visitors may choose to access articles, web links, reviews, and lesson plans. Of particular interest are sections devoted to the following: Four Block, Six Trait Writing, Author's Studies, Comprehension, Guided Reading, Mathematics, Poetry, and Reader's Theater.

Link: <http://www.readinglady.com>

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| <b>Reader's Theater</b> | Go back to Speaking <a href="#">2.4</a> , <a href="#">2.5</a> , <a href="#">2.6</a><br>Go back to Reading <a href="#">3.2</a> , <a href="#">3.3</a> |
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Reader's Theater is an excellent activity for **beginning** and **lower intermediate** second language learners. This activity allows LEP students to read for fluency. These students can read and dramatize a script from a story they have read. The stories should be somewhat brief and have a simple structure with a clear beginning, middle and end. The following guidelines may be helpful:

- Choose stories in which there is a lot of dialogue.
- Work together as a class to turn the first part or chapter into a script.
- Have the children work in groups to write some of the script.
- Give the children in the groups specific roles, and determine how many children should work together according to the parts needed. If necessary, work with one of the groups to help them succeed.

**Link:** <http://www.teachingheart.net/readers theater.htm>  
<http://members.tripod.com/~emu1967/theater.htm>

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| <b>Reading A-Z.com</b> | Go back to Reading <a href="#">3.2</a> , <a href="#">3.3</a> |
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Reading A-Z.com offers downloadable materials to teach guided reading, phonics, phonemic awareness, fluency and comprehension. The web site has more than 1,000 downloadable books (including Spanish and French versions) and thousands of teaching and learning materials. Subscription required: Individual, School/Group License, and District License available.

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| <b>Reading Symbols</b> | Go back to Reading <a href="#">3.2</a> , <a href="#">3.3</a> |
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Reading symbols can help students to monitor their own comprehension. Reading symbols include symbols such as "x" for important, a "?" for a question, a "!" for interesting, or "\*" I knew that, "+" new information, "???" I don't understand, and "!" for Wow!

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| <b>Reciprocal Teaching</b> | Go back to Speaking <a href="#">2.1</a> , <a href="#">2.2</a><br>Go back to Reading <a href="#">3.2</a> , <a href="#">3.3</a> |
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Reciprocal teaching leads to the mastery of important thinking skills including predicting, questioning, summarizing, and clarifying. After the teacher models these skills and the students practice them, students assume the responsibility for using the skills to learn and teach new material to small groups. A student leader is alternated after each selection so that each student has a chance to lead the discussion. Reciprocal teaching cards can be utilized to guide the discussions. The following guidelines may be helpful:

1. Before reading the selection, a single student acting as the teacher (e.g., student leader) initiates discussion on predictions for the reading selection.
  - Card #1- "Please get ready to read to page or subtitle or heading."
  - Card #2 -"I predict this section will be about \_\_\_\_\_."
  - Card #3 -Does anyone else have a prediction?
  - Card #4 -"Please read silently to the point we selected."
2. The student leader asks some questions to which the classmates respond. The questions are designed to help student identify important information in the passage.
  - Card #5-"Are there any words you thought were interesting?"

- Card #6-“Are there any ideas that you thought were interesting or puzzling?”
  - Card #7-“Do you have comments about the reading?”
3. After students have silently or orally read a short selection of the passage, student leader summarizes what has been read
- Card #8-“This was about 2 to 3 sentences.”

*Revisit, Reflect & Retell: Strategies for Improving Reading Comprehension*-Hoyt, p. 138-139.

This classroom practice can be used across the curriculum and provide LEP as well as all students with better understanding of subject matter whether it is by using selections from textbooks, trade books, or special articles. Note the example below:

| <b>Content Area: Reading</b>  | <b>Core Content/Topic: Literature Circles</b> |
|---|---|
| <p>Place students in flexible reading groups. Provide each with a selection of 2-4 books that are level and interest appropriate. Each group needs to select a student leader and the order in which the discussion is going to rotate (either by volunteers or chance). The first student leader guides groups in deciding which book to read first and in setting a reading goal for the period. Prior to reading, students read the first set of Reciprocal Teaching Cards</p> <ul style="list-style-type: none"> <li>• Card #1-“Please get ready to read to page _____ (or subtitle or heading).”</li> <li>• Card #2- “I predict this section will be about _____.”</li> <li>• Card #3-“Does anyone else have a prediction?”</li> <li>• Card #4-“Please read silently to the point we selected.”</li> </ul> <p>Near the end of the period, students regroup and student leader initiates discussion using the second set of cards</p> <ul style="list-style-type: none"> <li>• Card #5 Are there any words you thought were interesting?</li> <li>• Card #6-“Are there any ideas that you thought were interesting or puzzling?”</li> <li>• Card #7-“Do you have comments about the reading?”</li> </ul> <p>Then summarizes the reading section and passes the cards to the next student leader.</p> <p>The following modifications are examples of ways to address students’ varying levels of English language proficiency:</p> <ul style="list-style-type: none"> <li>• <b>Advanced and intermediate LEP students</b> can complete the activity as described above using the Reciprocal Teaching Cards but also being encouraged to contribute to discussions with more relevant questions.</li> <li>• <b>Lower intermediate and beginning level LEP students</b> may need to have a reader or reading buddy who can also assist them in assuming at least a minor role in group discussions by reading the Reciprocal Teaching Cards with little or short responses that students can help clarify for them.</li> </ul> |   |

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| <b>Rhymes</b> | <a href="#">Go back to Listening 1.1, 1.2</a><br><a href="#">Go back to Speaking 2.2, 2.4</a> |
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The use of rhymes and books containing rhymes helps LEP students gain phonological awareness skills needed to read and write. For LEP students, English is a barrage of unfamiliar sounds in unfamiliar patterns. Working with rhymes allows the student to focus on the specific sounds of the English language and how those sounds are grouped into patterns. Over time, students begin to recognize word families as they appear in rhymes and transfer that knowledge to new and unfamiliar words. Teachers can use



nursery rhymes, poetry, rhyming text, jump rope rhymes, or any other manipulative games to teach rhymes.

**Content Area: Reading**

**Core Content/Topic: Phonemic Awareness**

The teacher can play a rhyming game, where she starts with a rhyme and goes around the circle. Each student is supposed to come up with a word that rhymes with the teacher's word. Stress that the words can be non-sense words. For example, the teacher selects two word families, such as those that rhyme with "head" and those that rhyme with "feet". Then, ask the students a riddle that rhymes with either *head* or *feet*. For example, "When you want to sleep, you go to \_\_\_\_." The students point to their head since "bed" rhymes with "head". Other sets of words you can use are *arm* and *leg*, or *hand* and *knee*. The credit for this activity goes to P.M. Cunningham (as referenced in *Reading Problems* by Margaret Ann Richek, JoAnne Schudt Caldwell, Joyce Holt Jennings, and Janet W. Lerner. Allyn and Bacon, 2002.

The following website has black line masters of nursery rhymes that you can download and print. [http://curry.edschool.virginia.edu/go/wil/rimes\\_and\\_rhymes.htm](http://curry.edschool.virginia.edu/go/wil/rimes_and_rhymes.htm) For additional activities with rhymes and phonemic awareness, go to <http://www.proteacher.com/070171.shtml>. When the website comes up, scroll down to get to the rhyming activities.

**Rivet**

**Go back to Reading [3.1](#), [3.2](#)**

This guided reading intervention can be done with higher-level informational text (such as content area textbooks) and literary selections to help LEP students use prior knowledge, visual and contextual cues to derive word meaning for new vocabulary from texts, specifically text found in the content areas such as science and social studies, that contain unfamiliar words, expressions, and multiple meaning. The students' attention is riveted to the board as they attempt to guess the letters in an unknown word, phrase, or expression. The following guidelines may be helpful:

- Choose six to eight important words, including important names and words likely to be difficult for your students to decode.
- Draw lines on the board to indicate the number of letters in each word.
- Write the letters in each word, one at a time, pausing for a second after you write each letter and encouraging students to guess the word. When a student guesses the word, finish writing it. (Unlike hangman, students are not guessing letters. Their eyes are "riveted" to the board as you write the letters, and they are trying to guess the word based on the letters you have written and the number of remaining blanks.)
- When all the words are written, have students use as many of the words as possible to make predictions about what is going to happen in the story. Record these predictions.
- Have students read the selection and determine which of their predictions actually happened.



**Content Area: Science**

**Core Content: Conservation**

Using the book *Just a Dream* by Chris Van Allsburg, select vocabulary words that would need to be addressed prior to making predictions or reading the selection such as *litter, conservation, recycle, air pollution, smog, and environment*. Use the rivet strategy to introduce the vocabulary and then use the words to make predictions.

- **Advanced and intermediate students** can focus on making predictions.
- **Beginning LEP students** would be able to focus on the letters and letter recognition/sound, and decoding the word.

**Core Content: Rock Cycle**

Using informational readings about the rock cycle, select vocabulary words such as *sedimentary, metamorphic, igneous, heating, cooling, and pressure, etc* that LEP students may stumble over because they are not in their native language or English vocabulary. Once the words have been identified using the Rivet strategy, predictions are made regarding the outcomes when certain rocks are cooled, heated, or have pressure exerted. Having specimens on hand would make this even more effective as predictions are made and the vocabulary is used. The text could be read to prove and disprove the predictions.

**Role Play**

**Go back to Speaking [2.2](#), [2.3](#), [2.4](#), [2.5](#), [2.6](#)**

Students assume the character or characteristics of a person or thing. Students could take on roles such as Salesperson/Customer, Land Developer/Environmentalist, and Galileo/Pope. See also “Hot Seat.”

Links: [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=217](http://www.readwritethink.org/lessons/lesson_view.asp?id=217)

<http://www.aspa.asn.au/Projects/english/txrp.htm>

[http://www.myread.org/guide\\_drama.htm](http://www.myread.org/guide_drama.htm)

**Rosetta Stone**

**Go back to Reading [3.2](#), [3.3](#)**

Rosetta Stone offers a comprehensive language learning system. Software allows teachers to create lesson plans for the entire class or customize instruction for individual students.

**Scaffolding Language**

**Go back to Reading [3.1](#), [3.2](#), [3.3](#)**

Scaffolding language can occur in any reading or writing activity that provides built-in teacher or peer assistance, permitting students to participate fully at a level that would not be possible without assistance. An example is the use of a dialogue journal, shared reading, mapping, patterned writing, directed listening, thinking activities, readers’ theatre, and interactive journal writing (*Reading, Writing, & Learning*, Peregoy and Boyle, 2001, p. 92-93).

**Content Area: Social Studies**

**Core Content: Exploration**

**Voyage of Christopher Columbus**

Students complete a reading response log after reading/listening to a chapter about the voyage of Christopher Columbus. The reading response log is used for students’ written responses or reactions to the literature. Students may respond to teacher-generated questions, some generic and some specific to the literature, that encourages critical thinking.

Examples of questions:

What was on-board the ship?  
 Describe the route of the voyage?  
 Describe how you would feel traveling on the ship?

- **Advanced LEP students** can complete the activity as described.
- **Intermediate LEP students** could benefit from illustrations as well as the phrase.
- **Beginning LEP students** could benefit from sharing with a peer who acts as a scribe. Illustrations may also be helpful.

Link: <http://www.myread.org/scaffolding.htm>.

[http://www.middleweb.com/ReadWrkshp/JK\\_CL\\_03.html](http://www.middleweb.com/ReadWrkshp/JK_CL_03.html)

### Seating Arrangement

Go back to [Considerations](#)

Teachers should consider seating organization and its influence on content and English language acquisition. At first students may need to sit with a student who is from the same language background so that he/she can become more accustomed to American schools. However, students should be paired with native English speakers and speakers of other languages so that they have a need to use the English language and so that they can have language modeled by their peers.

### Sentence Combining

Go back to Writing [4.1](#)

Sentence combining activities offer a way for students to write meaningful sentences by combining shorter sentences into longer ones. Using examples from students' own work as well as sentence combining exercises found in books can help them write more sophisticated sentences.

#### Content Area: Social Studies

#### Core Content: Community

Students interview a peer to gain information and record in a paragraph form.

Examples of questions:

*What is your name? How old are you? Where do you live? How many brothers and /or sisters do you have? What is your favorite \_\_\_\_\_?*

Students take 2-3 of the answers to combine the information into longer sentences. The finished product is a well-formed paragraph.

- **Advanced and intermediate LEP students** may need a model of a well-formed paragraph for reference.
- **Beginning LEP students** may need a teacher-constructed paragraph to be filled in with the personal information. This paragraph may be read and given support by a peer.

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| <b>Shared Reading</b> | <a href="#">Go back to Listening 1.1</a><br><a href="#">Go back to Speaking 2.4</a><br><a href="#">Go back to Reading 3.1</a> |
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Sometimes called “shared book,” this strategy can be highly effective as an early reading activity. **Shared reading is the most appropriate format when young children are just learning to track print and other print conventions.** Through shared reading, students can experience how reading involves getting meaning from print. A book is introduced through a series of before-reading activities and is then read aloud several times. Students are encouraged to join in as they remember or recognize words. Later readings can help students link the sound of words with their shape on the page, demonstrate directionality and/or word spacing (*Scaffolding Language, Scaffolding Learning*, p. 89).

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| <b>Simon Says</b> | <a href="#">Go back to Listening 1.1</a> |
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“Simon Says” is basically a game using [Total Physical Response](#). The only difference is that the children need to be able to refrain from an action when they do not hear the cuing phrase “Simon says...”

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| <b>Simulations</b> | <a href="#">Go back to Listening 1.1, 1.2</a><br><a href="#">Go back to Speaking 2.6</a> |
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Simulations provide a direct experience and build background knowledge that will help students comprehend difficult and/or abstract texts. Research indicates the importance of building background prior to reading texts on new and unfamiliar topics (*Reading, Writing, & Learning in ESL*, p. 328).

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| <b>Content Area: Science</b>   | <b>Core Content: Separating Charges</b> |
| <p>To demonstrate how you can separate the negative and positive charges of an object, the following demonstration can be used to build background before students read the text.</p> <ul style="list-style-type: none"> <li>• Run a comb in your hair to show how the comb gets extra negative charge so it has an overall negative charge. Your hair loses negative charges. It now has an overall positive charge.</li> <li>• Demonstrate that when clothes tumble in a dryer, they rub against each other. Negative charges move from one piece of clothing to another.</li> <li>• Hold a piece of wool next to a balloon. Neither the wool nor the balloon is charged. The numbers of positive and negative charges on the balloon are equal.</li> </ul> <p>The charges are also equal on the wool. Both items have a neutral charge. Rubbing the wool on a balloon separates charges. Negative charges move from the wool to the balloon. The balloon is negatively charged. The wool is positively charged.</p> <p><b>For all LEP students:</b></p> <ul style="list-style-type: none"> <li>• Illustrate the steps for them</li> <li>• Repeat the steps verbally.</li> <li>• Emphasize any technical (new) vocabulary.</li> <li>• Ask students to replicate the simulations</li> <li>• Encourage students to repeat at home</li> </ul> |   |

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| <b>Songs</b> | <b>Go back to Listening <a href="#">1.1</a>, <a href="#">1.2</a></b><br><b>Go back to Speaking <a href="#">2.1</a>, <a href="#">2.2</a>, <a href="#">2.4</a></b><br><b>Go back to Writing <a href="#">4.2</a></b> |
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Songs include repetition and chunks of language that make language memorable. Songs sung at a reasonably fast speed contain natural phonological features that students can learn to recognize. The following activities are adapted from The Onestop Magazine at <http://www.onestopenglish.com>.

Listening Activities: Choose songs that are clear, make sense and do not contain a lot of unknown vocabulary. You may need to pre-teach some key vocabulary.

**1. Gap Fills-**

Write out the song lyrics but leave gaps instead of some words. For example, you may gap all the verbs or adjectives. Students listen and fill in the missing words. They may need to listen two or three times. If you feel students will find this difficult, write the missing words randomly around the text.

**2. Jumbled Lines-**

Write out the song lyrics, but jumble whole lines. Ask students to put them into the correct order while listening to the song. You may wish to cut up the lines, to make the task easier for students or get them to cut up the sheet before the activity.

**3. Spot the Mistakes**

Write out the lyrics of the song, but make about 20 mistakes. For example, you may want to change the tense or write an opposite or synonym instead of the correct word. The first time students listen, ask them to underline the words that are different. The second (or third) time, ask students to write what they hear above the word or phrase that is wrong. After each hearing, they can check with each other. In a mixed ability classroom this ensures no one is left behind.

Music playing in the background can help to create a relaxed atmosphere and create a situation in which students, especially shy students, need to raise their voice to be heard by their partners.

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| <b>SQ3R (B/D/A)</b> | <b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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This strategy provides an overall structure for before, during, and after reading. Students begin by *surveying* or previewing the text, looking for text features that will help them make predictions about content and begin to create a scaffold for their learning. Based on their survey, they develop *questions* that they will answer as the *read*. After they read the selection, they *recite*-tell a partner what they have learned and listen to the partner's recitation. Last, they *review* their questions and answers to make sure they haven't missed any important concept.

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| <b>Starfall.com</b> | <b>Go back to Reading <a href="#">3.2</a></b> |
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Starfall.com is a recommended free web resource designed for children in pre-school to second grade. The website is simple to navigate and engages students in reading and writing activities.  
<http://www.starfall.com>

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| <b>Sticky Note Reading</b> | <b>Go back to Reading <a href="#">3.2</a></b> |
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This **cooperative learning activity** focuses on listening, speaking, reading and writing on a limited topic with group input. Students work in small groups from prepared charts (e.g., "Y" shape with 3 division

spaces; *for example, looks like, sounds like, feels like* or a “T” shape with 2 division spaces; *for example, looks like, sounds like*). Group members first discuss the topic of the chart without writing. When the teacher instructs the group members to begin completing the chart, each member uses a different color pen/pencil to complete the chart. When finished, each group passes their chart to the next group.





- First the group members review and discuss the content of the chart, and then they write comments, questions, additions, changes or suggestions on sticky notes.
- These notes are attached to the chart.
- Groups continue passing charts until they return to the original group.
- Groups review their charts and the comments that have been stuck to them making decisions about whether or not to amend the original chart. If clarification of comments is needed, group members may seek out members of other groups using the pen color as a guide (Enhancing English Language Learning in Elementary Classrooms, p. 281).

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| <b>Story Map</b> | <a href="#">Go back to Reading 3.2</a><br><a href="#">Go back to Writing 4.1, 4.2, 4.4</a> |
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A story map is a visual representation or chart of story elements (characters, plot, setting, conflict and resolution, climax, point of view). Some, like a storyboard, are mostly pictorial, and illustrate the major events of a story in chronological order. The following ideas were taken from EnhancedLearning.com, a user-supported website.

There are many types of story maps that examine different elements of the story:

- Summarize the beginning, middle and end of a story
- List the 5 W’s: the *who, when, where, what* and *why* of a story
- List the title, setting, characters, the problem, the solution, and the moral or theme of a story
- List a complex chain of events that summarize all key elements of the story, in chronological order.

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|  <p><b><u>Beginning, Middle, and End Map Printout</u></b><br/>                 This story map prompts the student to summarize the beginning, middle, and end of a story.</p> |  <p><b><u>Beginning, Middle, and End Map Printout</u></b><br/>                 This story map prompts the student to summarize the beginning, middle, and end of a story, with two extra cells for each (to list extra details).</p> |  <p><b><u>Honeycomb Story Map Printout</u></b><br/>                 This story map prompts the student to summarize the place, time, characters, problem, and solution of a story.</p> |  <p><b><u>Honeycomb Story Map Printout #2</u></b><br/>                 This story map prompts the student to summarize the title, place, time, characters, problem, solution and moral of a story.</p> |
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| <b>Story Retelling</b> | <b>Go back to Reading <a href="#">3.2</a></b><br><b>Go back to Writing <a href="#">4.1</a>, <a href="#">4.4</a></b> |
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“Asking students to give an oral or written retelling of what they have read is an effective strategy for evaluating comprehension and is a viable alternative to teacher follow-up questions. Children are in charge of telling in their own words what they have understood, and the setting is relaxed and informal. Retelling is known to help with oral language skills and to improve reading comprehension in less proficient readers” (Reggie Routman, *Invitations: Changing as Teachers and Learners K-12*, p.323).

In order for students to become good *retellers* and synthesizers of stories, teachers need to model this strategy for several weeks before asking students to do it. After reading aloud a storybook or a chapter of a read aloud, talk out loud about how you are deciding what to retell or, in other words, do a think aloud about how to retell the story. Also explain how you need to think about what is important, to make sure you understand it and to keep it brief so that the retelling is not as long as the story itself (*Strategies that Work* by Stephanie Harvey and Anne Goudis, p.p.146-147).

In addition to modeling numerous examples of retellings, a non-example is also a great lesson. For example, retell a story with too many details, go on and on about irrelevant information and leave out key points. Then ask students if your retelling was successful. Hopefully, they will not agree so that you can ask one of them to retell it better. Be sure to ask them what was wrong with your original retelling.

Explicitly tell students why you are retelling in order to develop their metacognitive awareness of reading strategies. For example, as you are reading aloud one day, stumble over a page or a paragraph and go back to reread. Then retell it to yourself in a think aloud as if you are confirming your understanding of what you read. Sometimes, invite students who were listening to retell it to you.

After extensive modeling of this strategy, have reading conferences with students where you ask them, “Tell me what happened in the story?” During which you may have to guide the student with prompts such as, “*What happened next?*”, “*What did he do when...?*”, “*Do you remember what he did then?*”, or “*How did the story end?*” Retellings as mentioned above can also be used for assessment. General rubrics for retelling can be found in *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension* by Linda Hoyt. Students can also retell a story as a group to you after a guided reading lesson or to a partner after paired reading. Moreover, once they have practiced the retelling several times they may record it and listen to themselves as a center activity.

Lastly, students may do a written retelling such as in center or reading journal where they can illustrate the story in sequence frames, filmstrips on adding machine tape, or basic beginning, middle and end tri-fold paper. See pages 171-183 of *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension* by Linda Hoyt for various pictorial reflections for retelling.



**Content Area/Grade Level: Reading/Grade 2**

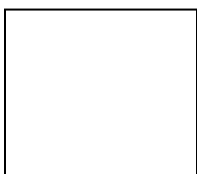
**Topic: Retelling**

Introduce the story, *The Big Green Pocketbook* by Candice Ransom. Ask the kids if they like to collect things when they go on trips. Tell them the little girl in this story likes to and does so one day when she and her mother do some errands, but then she has a problem. Show them the big green purse just like in the story.

- Read the story. As you read, take out the item mentioned in the text and show it to students. The realia will not only support the English language learners but it will also make the students enthusiastic about the story.
- Upon finishing the story, tell the students you want to show them how to retell a story without using the book. Using the purse and the items, retell the story. Do something out of order or ask students what comes next to allow them to participate in the retelling.
- Some students may wish to retell the entire story themselves using the realia for the whole group. Monitor their retelling so that it stays in sequence, makes sense, and is concise. Other students may wish to retell it to a partner or to you in a reading conference later using the realia.
- Have students draw and/or write the retelling of the story using sequence frames.



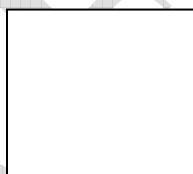
**The big green pocketbook**



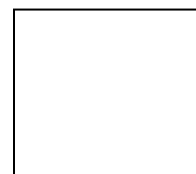
**two punched bus**



**two lollipops,  
one yellow and  
one purple**



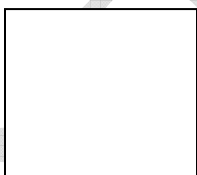
**a key chain**



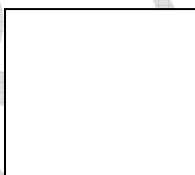
**a paper with her  
name across the  
top**



**A bag of orange candy**



**a calendar**



**a box of crayons**



**the bus home**



**letter to the bus slices  
driver**

6. Have students practice retelling the story in pairs using the sequence frames.

7. Beginning level students can use realia or point to the appropriate sequence frame as their partner tells the story.

8. The bag will become a favorite at center time or to take home and retell to parents. (If it is sent home, include a slip of paper for the parents to sign that says the students retold the story. You may even want them to indicate in which language.)

**Performance Level Considerations:**

- **Beginning level LEP students** need exposure to the retelling process. They cannot be expected to retell a story in English; however, with bilingual support they may do so in their native language or in a pictorial response. When modeling the retelling, point to pictures, pantomime actions, or use realia as much as possible. Use a story map graphic organizer to write and draw the elements of the story so that students become accustomed to the vocabulary and structure of stories. Beginning level students may begin to assist in the completion of a story map and nonverbal beginning students could be asked to point



to information in the story or identify an element of the story structure by pointing to the story map. Once they learn the story map structure they may be able to complete it or other sequence boxes with illustrations. They may be encouraged to write labels usually consisting of one word on their responses or say or repeat a simple sentence/phrase about the story.

- **Intermediate level LEP students** will be able to contribute verbally to the retelling of a story using a story map or graphic organizer. They will also be able to retell a basic story once taught the structure of the retelling process. Examples of such structures can be found in *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension* by Linda Hoyt, on p.57, “The Storytelling Glove” and on p.72, “The Story Star”; and in *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers* by Suzanne F. Perego and Owen F. Boyle, on p. 279-80, the story map skeleton (someone, wants, but, so). Sentence structure would be simple in oral and written forms.
- **Advanced level LEP students** still need structures to scaffold their language acquisition level. Therefore, the above prompts, graphic organizers and pictorial response with more writing or verbal explanation would be appropriate. For the advanced level student, teach them how to take notes on sticky notes, in a notebook or index cards of important or key words or events. For lessons on synthesizing information see p.p.143-167 of *Strategies that Work* by Stephanie Harvey and Anne Goudis.

|              |  |
|--------------|--|
| Storytelling | Go back to Speaking <a href="#">2.6</a><br>Go back to Writing <a href="#">4.1, 4.4</a> |
|--------------|--|

English language learners can benefit from telling stories during writing workshop. Storytelling provides a structure to assist students in the act of writing and gives students a chance to orally rehearse their stories before attempting to write. In *Becoming One Community*, Kathleen Fay and Suzanne Whaley explain what is already in place for students given the time to tell each other their stories:

- *An authentic audience:* Their peer or the teacher.
- *An authentic purpose:* Students may, for example, share a memory, remember a funny or sad event, or explain how to do something.
- *An immediate response:* Peers laugh at the funny parts, use facial expressions to show they understand, ask questions when they are confused.
- *Revision:* Peer response encourages the speaker to clarify meaning; the speaker can back up and fill in the missing parts without “undoing” the parts already spoken.
- *Wholeness:* Speakers don’t intend to tell their stories in isolated bits and unorganized pieces; if parts are left out, the listener can probe with questions, which helps the speaker gain a sense of unity with the story.

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| Student Developed Questioning | Go back to Reading <a href="#">3.3</a> |
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In this reading comprehension strategy, students preview a text and then create questions about the text. The questions may relate to the content, vocabulary, interesting pictures, or anything that sparks the students’ interest. After reading the text, the students answer their own questions. They can also list any new information they learned in the process of answering their own questions. This is an important aid in comprehension because meaning is not stored within the words of the text; rather, meaning is constructed from the reader as s/he actively makes inferences, interpretations about the text and then connects this information to his/her own life experiences. As a result of using this strategy, readers will clarify and/or deepen their understanding of the text.

**Content Area: Social Studies**

**Core Content/Topic: American History**

This is an example of a student's questions that were from a social studies text on the American Revolution:

*Who is George Washington?*

*What is revolution? A planet's revolution?*

*Where was this picture made? Who made it?*

- For **LEP-beginning students**, their questions may take the form of single words or phrases.
- **LEP-intermediate and LEP-advanced students** will create more complex questions, often with grammatical errors. Regardless of their level of proficiency, encourage all students to stretch their language and content knowledge by participating in this activity on their level.

**Summaries**

**Go back to Reading [3.2](#), [3.3](#)**

This strategy for understanding and retaining information has been the subject of extensive research. Summaries come from the Language Experience Approach, which came to the forefront years ago. Students would basically read from a text, either fiction or nonfiction, and they would provide a summary of that text in their own words. The key to this strategy is the students' ability to provide the summary using vocabulary they have already mastered. The summary would not only check the overall understanding and comprehension but would also provide a building block for further vocabulary expansion and concept development. For LEP students, the following guidelines may be helpful:

- At the beginning levels, the teacher reads from a given selection.
- The students retell the story and the teacher charts the story as the students dictate. Words can then be substituted for possible synonyms.
- For higher-level students, similes and metaphors can be introduced in the chart story. For example, in describing the out-of-control weather in *Cloudy with a Chance of Meatballs*, if a child described the hard rain of tomato soup, the teacher would ask, "*How hard?*" Or "*As hard as what?*" In this manner, the summary would continue to build and develop.

**Taboo**

**Go back to Speaking [2.1](#), [2.2](#)**

Taboo is a commercial game produced by Milton Bradley Company, Springfield, MA, a division of Hasbro, Inc. Players in teams try to get their teammates to say the secret word. However, there is a list of words that are "taboo" and cannot be spoken. This word game encourages vocabulary development.

|                            |  |
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| <b>Talk-Write Approach</b> | <b>Go back to Speaking <a href="#">2.3</a><br/>Go back to Writing <a href="#">4.1, 4.2</a></b> |
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This drafting activity helps students to *work out* vocabulary and linguistic structures that might impede their writing. In pairs, each student talks about what he or she wants to write in response to questions posed by their partner. Students then draft what was said (from materials distributed by Virginia Rojas).

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| <b>Taping and Dubbing a TV Show</b> | <b>Go back to Speaking <a href="#">2.3, 2.4</a></b> |
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Taping and dubbing a favorite television show promotes oral language development in the classroom. A teacher may play the show through once with the sound to help students understand the original story or begin by taping a show and showing it to students without the sound. Working with partners or in small groups, students are asked to create their own script for the show and “dub” their version onto a tape to play along with the video. This activity allows students to negotiate the meaning of the pictures (*Reading, Writing and Learning in ESL*).

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| <b>T-charts</b> | <b>Go back to Reading <a href="#">3.2, 3.3</a><br/>Go back to Writing <a href="#">4.1, 4.2, 4.4</a></b> |
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A *T-chart* is a type of graphic organizer that allows students to list and examine two facets of a topic (e.g., pros and cons, advantages and disadvantages, facts vs. opinions). The following ideas were taken from [EnhancedLearning.com](http://EnhancedLearning.com), a user-supported website.

Students can use a T-chart to help graphically organize thoughts about:

- Making a decision by comparing resulting advantages and disadvantages (like taking a new job)
- Evaluating the pros and cons of a topic
- Enumerating the problems and solutions associated with an action (e.g., analyzing the plot of a book)
- Explaining the strengths and weaknesses of a piece of writing
- Listing any two characteristics of a topic

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| <b>Teacher Guided Reporting</b> | <b>Go back to Speaking <a href="#">2.1, 2.2, 2.3, 2.6</a><br/>Go back to Reading <a href="#">3.2, 3.3</a></b> |
|---------------------------------|---|

A student is asked to report to the whole class about what he/she has done or learned during a classroom activity. The teacher provides scaffolding by clarifying, questioning, and providing models for the speaker (recasting) so that the learner and teacher together can build up what the learner wants to say. The teacher initiates the exchange by a prompting phrase such as “*Tell us what you’ve learned about \_\_\_\_\_*” or “*Tell us what you found out about \_\_\_\_\_*.” It may be necessary for the teacher to slow down the conversation and to give up to 8 seconds wait time for additional prompts such as “*Can you say that again?*” “*Can you explain that a little more?*” and/or “*What do you mean by \_\_\_\_\_?*” (*Scaffolding Language, Scaffolding Learning*, pp. 34-35).

Teacher Guided Reporting lends itself very well as a post activity to open response math questions or a science inquiry experiment as students are often asked to report on the hands-on procedures and outcomes of tasks. During the teacher guided reporting, teachers must be aware of students’ zone of proximal development in language usage. **Intermediate** and **advanced LEP students** might be comfortable reporting to the whole class, while **beginning LEP students** may need an individual or smaller group

audience. Note the following example:

| <b>Content Area: Science</b>   | <b>Core Content: Water Filtration</b> |
|--|---------------------------------------|
| <p>Organize materials (cups, bottles, sand, pebbles, small rocks, cotton, paper, charcoal, and muddy water) for small groups to conduct a water filtration experiment. (<i>The Best Filter in the Adventures in Water</i>, a curriculum developed by the Louisville Water Company, illustrates this experiment in Activity #2.) Explain the experiment's purpose and roles/jobs of each member of the group (i.e., leader, builder, tester, illustrator, and reporter). Following the experiment, the reports participate in the teacher guided reporting in front of the class or small group.</p> <p>The following medications are examples of ways to address students' varying levels of English language proficiency:</p> <ul style="list-style-type: none"> <li>• <b>Advanced and intermediate students</b> can complete the activity as described above.</li> <li>• <b>Lower intermediate and beginning students</b> may use a graphic organizer to assist them with the activity.</li> </ul> <p style="margin-left: 40px;">We learned (<i>dirty water can be cleaned</i>).</p> <p style="margin-left: 40px;">First, we chose to use (<i>sand, cotton, and charcoal</i>) to make the filter.</p> <p style="margin-left: 40px;">Then we poured our water through (<i>number</i>) times.</p> <p style="margin-left: 40px;">I think that our filter (<i>worked/did not work</i>) because (_____).</p> <p>Since each filter would be constructed with slight differences, each reporter would be giving new information to the class. Another way to provide for a variety of information in teacher guided reporting is to select a number of experiments that all pertain to the same subject such as electricity or erosion. Have each group do a different experiment and report on it. Remember to have students vary their roles/jobs during each experiment.</p> |                                       |

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| <b>Text Interview</b> | <b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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The Text Interview is a reading comprehension strategy in which students “interview” the text after reading it. **Beginning LEP students** will conduct interviews that ask/answer simple *who*, *what*, *where*, *when*, and *how* questions. **Intermediate LEP** and **advanced LEP** students can ask/answer more complex questions that delve deeper into content, plot, and dynamics of the text. The results of the interview can be used as the basis for a class discussion of the book they are reading. The text interview can be simple for students with lower levels of language proficiency or more complex for those with higher levels of language proficiency. A variation on this strategy is an author interview, in which the students interview the author of the text. Some sample questions for an author interview can be found at the following website: <http://www.education.tas.gov.au/english/interview.htm>

| <b>Content Area: Reading</b>  | <b>Core Content/Topic: Comprehension</b> |
|---|--|
| <p>After reading <i>The Cat in the Hat</i> by Dr. Seuss, students will be required to write a story about their adventures with the cat for the local newspaper. Your best source of information for the story is the fish. Each student will work in pairs, one student doing the interview and the other student acting as the fish. When the interview is finished, the students will write the story based on the information gained from the interview. Afterwards, the stories can be published in a class newspaper.</p> |  |

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| <b>Text Reconstruction</b> | <b>Go back to Writing <a href="#">4.1</a>, <a href="#">4.2</a>, <a href="#">4.4</a></b> |
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Teachers can use this after reading activity using a familiar text as a springboard. This type of activity encourages students to return to a text to reread and check for specific information. Cut an excerpt from the text into paragraphs or sentences. Students reconstruct a text and explain the sequence they have chosen. This is a good activity for focusing on the cohesive links across sentences and for drawing attention to reference words and conjunctions.

Text reconstruction can also be used when modeling a specific type of text. For example, after drawing attention to the characteristics and organizational structure or “shape” of an editorial, students in pairs are asked to do a text reconstruction. Students would reconstruct the jumbled sentences into a coherent text. Alternately, teachers could mix up sentences from two editorials so that students must first sort out which sentence belongs to which editorial and then sequence them (adapted from Gibbons, *Scaffolding Language Scaffolding Learning*).

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| <b>Think Aloud</b> | <b>Go back to Speaking <a href="#">2.3</a>, <a href="#">2.5</a>, <a href="#">2.6</a><br/>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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Think aloud refers to the kind of talk that allows learners to explore and clarify concepts. Students are given an opportunity to negotiate and reword what they are trying to say (*Scaffolding Language, Scaffolding Learning*, p. 15).

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| <b>Think/Pair/Share</b> | <b>Go back to Listening <a href="#">1.1</a>, <a href="#">1.2</a><br/>Go back to Speaking <a href="#">2.3</a><br/>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
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The cooperative learning activity gives students time to think in their new language and then to try out communicating their ideas with a partner before sharing with the whole class. Given a topic or a question, students individually think and may write a few notes to record their thoughts. Pairs of students discuss their ideas and may agree on a response to share with the whole class (*Enhancing English Language Learning in Elementary Classrooms*, p. 280).

Kathleen Fay and Suzanne Whaley share the following opportunities in their book *Becoming One Community*:

- Before writing, students tell their partners what they will write about that day as a rehearsal for their ideas before writing.
- Before solving math problems, students tell a partner of one way to solve the problem.
- Pairs can be used for reflection. Students who are not fluent writers may be able to reflect orally.
- Pairs can explore an open-ended question previously asked to the whole group.
- Pairs can help activate students’ background knowledge before a read-aloud session or the introduction of a new concept.
- Paris can review a lesson or discussion from the previous day.

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| <b>Timelines</b> | <b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a><br/>Go back to Writing <a href="#">4.1</a>, <a href="#">4.2</a>, <a href="#">4.4</a></b> |
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This after-reading activity allows students to focus on the information in the text by representing the information in a different form. Texts that incorporate the passage of time lend themselves to a time line.



Illustrating key events on the time line can help students communicate their ideas (Scaffolding Language, Scaffolding Learning, p. 92).

**Content Area: Social Studies**

**Core Content: Revolutionary War**

In the study of the Revolutionary War, illustrating the causes that build up to the war between the colonies and English could easily be placed on the timeline as the students study. Prior to reading or beginning the unit, have students go on an Internet Scavenger Hunt of pictures that illustrate specific events such as the Boston Tea Party or Taxation with Representation.

As selections are read, the appropriate pictures would be placed on the timeline with student descriptions of the event. In this manner, not only is the student becoming actively involved with the text but is continuing to develop language.

The timeline is also critical when referring to the students' favorite subject-themselves. Even with beginning LEP students, the use of the timeline for the most basic information such as birth, family, and important events makes a vital connection between English and their own experiences.

**Total Physical Response (TPR)**

Go back to Listening [1.1](#), [1.2](#)  
 Go back to Speaking [2.5](#)

Total Physical Response or TPR is a strategy that models a command and students mimicking the behavior of the teacher. With this strategy, students associate movement with learning language. (Example: Turn off the lights, Open the door, Draw a circle, Adjust fine focus on a microscope). TPR is an excellent strategy to use when introducing an activity. It gives students the opportunity to learn new vocabulary in the context with which they will use the words. See [Simon Says](#).

**Tree Maps**

Go back to Reading [3.2](#), [3.3](#)  
 Go back to Writing [4.1](#), [4.2](#), [4.4](#)

Tree maps or diagrams show how items are related to one another. The tree's trunk represents the main topic, and the branches represent relevant facts, factors, influences, traits, people or outcomes.

**Venn Diagrams**

Go back to Reading [3.2](#), [3.3](#)  
 Go back to Writing [4.1](#), [4.4](#)

Venn diagrams are graphic organizers used for comparison. They consist of two or more overlapping circles, each of which represents a different item or concept. Students list the similarities between the items in the intersecting area and list the differences in the parts of the circles that are separate. (KDE)

**Content Area: Social Studies**

**Core Content: Colonial America**

After reading “Sarah Morton’s Day” by Kate Waters, students will use a Venn Diagram to compare and contrast a typical day in their life to a boy or girl who lives in Colonial America.

- For **beginning** and **intermediate LEP students**, a model should be discussed or given for clarification. The students may use illustrations with words or phrases they know. Guiding questions are helpful such as “What is different or the same about the \_\_\_\_\_ (clothes, house, food, playtime, responsibilities)?”

**Visual Support**

**Go back to Listening [1.1](#)**

Visual support refers to using props as you speak. They may include real objects, pictures, demonstrations, charts, video clips, and anything else that gives visual clues to the meaning of the spoken word.

**Vocabulary Instruction**

**Go back to Reading 3.1 [Vocabulary Instruction](#)**

*Analogy, as a decoding strategy*, is the process of relating newly learned words to other, more familiar words with the same structure or pattern. It is an important strategy for teaching English language learners and struggling readers. The teacher thinks of a word that the student already knows, such as “day”, in order to help the child decode an unfamiliar word, such as “play.”

*Brain Power Word Strategy* can be used either before or after a story reading. Each student in a small group chooses two to three words that he or she thinks are important in the text. The student writes the words on cards and gives them to the teacher, who displays them. The teacher pronounces each word and analyzes the phonics clues that could be used to decode the words. This is a non-threatening way for an LEP student to participate in a vocabulary activity, since he or she does not have to pronounce the words. Choosing the words gives the children a vested interest in them. This activity came from *Let’s think about reading instruction: A primer for tutors and teachers* by P.T. Wilson (1998) Dubuque, IA: Kendall/Hunt. To make this an even better activity for LEP learners, the teacher will also define the word.

*Contextualizing Vocabulary* – LEP instructors should choose vocabulary words that are essential to understanding the concepts of the lesson at hand. In other words, vocabulary terms should not be studied out of context, such as studying a list of randomly selected words, no matter how important those words may be!

*Vocabulary Self-Selection* – When LEP students select words to study that they think will help them understand the content of the lesson, then they have a vested interest in these words. The students develop confidence in their own judgment about which words in a content lesson are the important words. This activity is most appropriate for high intermediate and advanced English language learners.

*Word Generation* – This activity helps English language learners learn new content vocabulary through analogy. Students begin by brainstorming words that all stem from the same root. The group analyzes the meaning of each word that has been thought of to figure out what the meaning of the root is. The



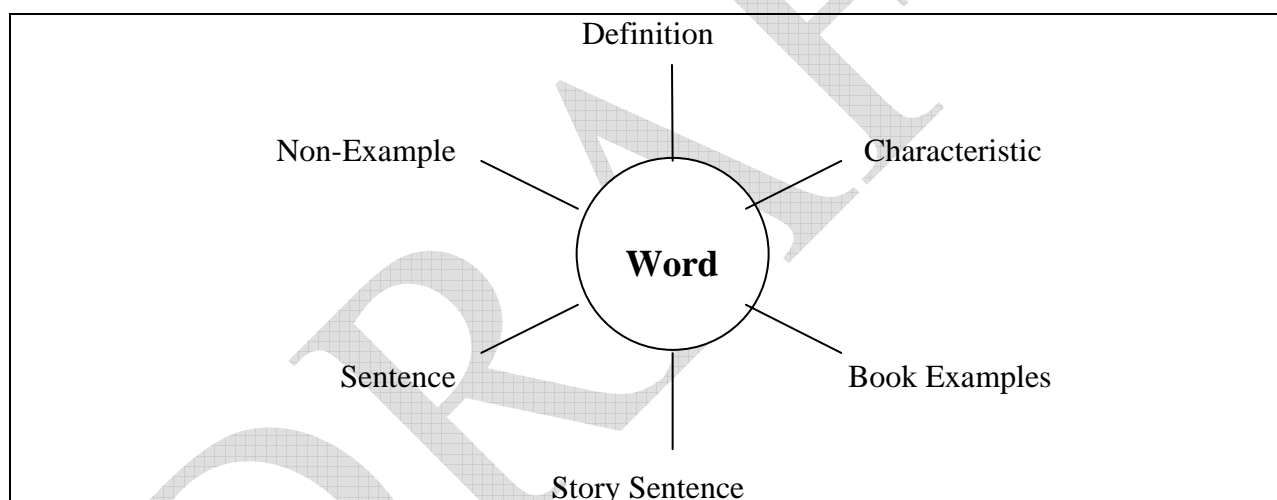
teacher can give hints or supply the meaning. Then the students apply the meaning to the words in the list they generated.

*Word Study Books* – These are student made books used as a way to systematically incorporate ongoing vocabulary study.

- Organize by analogy
- Organize by topic
- Use Concept Definition Maps
- Include Word Sorts
- Vocabulary Self-Collection Strategy
- Include Concept Definition Maps

|                         |   |
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| <b>Vocabulary Study</b> | <b>Go back to Reading <a href="#">3.1</a></b> |
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*Semantic Word Maps* illustrate the relationship among words. The target word is written in a circle with descriptors such as definition, characteristics and examples extending from the circle. Additional information may be added as well.



*Square Vocabulary Approach* provides an interactive way to introduce key vocabulary words and helps students draw on prior knowledge and personal experience. The strategy takes less time as students learn how to use the strategy on their own. First, students fold and number their papers into four squares. In square 1, students write the key term while the teacher presents the word in context and explains its definition. In square 2, students write an example from personal experience that fits the term (can be done in the native language if necessary). In square 3 students write a non-example of the term. Finally, in square 4, students write their own definition of the word. Note the example below:

| <b>Square 1</b>                               | <b>Square 2</b>   |
|---|---|
| compromise<br><br>compromised<br>compromising | Sometime people have to settle things by giving up something they want.<br><br>Some government delegates had to agree to give up some things they wanted to reach an agreement. |

| Square 3  | Square 4  |
|---|---|
| <p>The fighting couple could not settle their differences and so they divorced.</p> <p>An agreement between the two counties was not reached, and so a war was started.</p> | <p>A compromise in an agreement between two or more people or groups where both must give up something,</p> |

From materials distributed by Virginia Rojas, Language Education Consultant

|           |  |
|-----------|--|
| Web Quest | Go back to Reading <a href="#">3.2</a> , <a href="#">3.3</a> |
|-----------|--|

A WebQuest is defined by Bernie Dodge, [bdodge@mail.sdsu.edu](mailto:bdodge@mail.sdsu.edu), as "an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet."

The following links may be helpful:

Links: <http://tli.jefferson.k12.ky.us/EDTD675Projects/Default.html>  
<http://www.edhelper.com/>  
<http://school.discovery.com/schrockguide/webquest/webquest.html>  
<http://sesd.sk.ca/teacherresource/webquests.htm>  
<http://www.techtrekers.com/webquests>

|                   |   |
|-------------------|---|
| What Did You See? | Go back to Speaking <a href="#">2.1</a> , <a href="#">2.2</a> |
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This barrier game allows students to practice vocabulary. A selection of objects or pictures of objects related to the topic being studied are set out. After students have looked at them for a few minutes, the objects are covered and students see how many objects they can remember (*Scaffolding Language, Scaffolding Learning*, p. 34). This strategy can be utilized to incorporate any category in any subject area.

### Science- Water Cycle

In the study of the water cycle, pictures would include examples of precipitation, condensation, and evaporation. The game would be expanded further to include weather vocabulary-*hail, rain, sleet, wind, snow, hurricane, tornado, blizzard, water spout, cold front warm front*-all of which pictures would be needed.

### Math

Blocks representing the various shapes could be used. Denominations of money could be used. Place value blocks could be used-the student would have to remember the actual number that the blocks represented

An entry for **beginning students** may be to use objects such as toy cars, trucks, vans, buses, trains, planes, and/or ships to introduce modes of transportation.

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| Who Did What? | Go back to Reading <a href="#">3.2</a> , <a href="#">3.3</a> |
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- ✓ Select the first few sentences (1<sup>st</sup> paragraph at most) from a book, book chapter, story or article. Make sure there are several pronouns with different antecedents.
- ✓ Print or write this selection on a transparency with up to the first 10 pronouns bordered or circled.
- ✓ Work to achieve consensus among the students as to whom or what the first bordered/circled pronoun refers. Write the antecedent most agreed upon about the pronoun.

- ✓ Continue pronoun-by-pronoun until consensus is achieved as to whom or what each bordered/circled pronoun refers.

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|--|---------------------------------|
| <p><b>Content Area: Social Studies</b></p> <p>In 1955 on a cold December day in Montgomery, Alabama, Rosa Parks was coming home from work. A white man told her to get up from her seat on the bus so he could sit. She said, “No” and was arrested. Montgomery’s black citizens learned of her arrest. It made them angry. They decided not to ride the busses until they could sit anywhere they wanted (<i>Martin’s Big Words</i> by Doreen Rappaport).</p> <p>Her-----Rosa Parks<br/>             He-----white man<br/>             She-----Rosa Parks<br/>             Them, they -----Montgomery’s black citizens</p> <p><b>Suggestions for LEP students:</b></p> <ul style="list-style-type: none"> <li>Each student should have individual copy.</li> <li>The pronouns and antecedents should be color coded for better clarification</li> <li>Students should draw a line back to the pronoun to which the antecedent refers</li> </ul> | <p><b>Topic: Rosa Parks</b></p> |
|--|---------------------------------|

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| <p><b>Who Mixed Up Sentences?</b></p> | <p>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></p> |
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- ✓ Select the first six or fewer sentences from a book, book chapter, story or article.
- ✓ Print or write those sentences on a transparency in random order in a numbered list.
- ✓ Work to achieve consensus among the students as to what sentence should be first. Number the sentence with a “1”
- ✓ Continue sentence-by-sentence until consensus is achieved as to the correct order of all the sentences.

|  |                               |
|--|-------------------------------|
| <p><b>Content Area: Physical Education</b></p> <p>Students put the following sentences in order:<br/>             Finally, Bob was ready for the game<br/>             First, Bob warmed up.<br/>             Third, he played catch with his pitcher.<br/>             Next, he practiced hitting balls.</p> <p><b>Suggestions for LEP students:</b></p> <ul style="list-style-type: none"> <li>Each student should have an individual copy along with illustrations.</li> <li>New vocabulary should be color-coded and emphasized.</li> <li>Each student will cut out the sentences and manipulate them into the correct order.</li> </ul> | <p><b>Topic: Baseball</b></p> |
|--|-------------------------------|

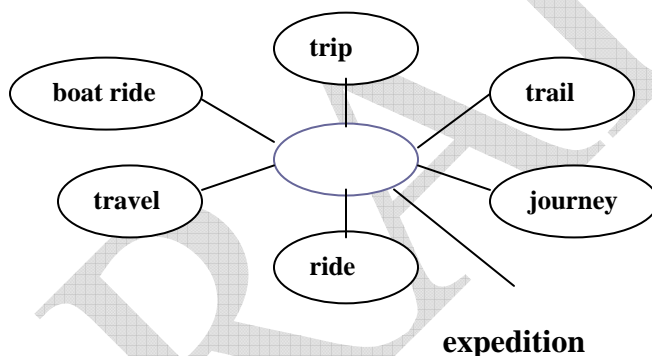
|                        |   |
|------------------------|---|
| <b>Word Clustering</b> | <b>Go back to Speaking <a href="#">2.1</a></b><br><b>Go back to Reading <a href="#">3.1</a>, <a href="#">3.2</a>, <a href="#">3.3</a></b> |
|------------------------|---|

This activity can assist LEP learners with developing vocabulary. Students are given an opportunity to guess a word's meaning by the context of its use. An example of this strategy was highlighted in Peregoy and Boyle's book, *Reading, Writing, & Learning in ESL*.

- Choose and make a transparency of a passage from students' reading, leaving out words students might need help in determining the meaning.
- Ask students to guess what word would fit in the blank space.
- Place a circle on the board to represent the unknown word and then surround it with the students' guesses.
- Place the word used in the passage in the center circle in the cluster after students have completed their guesses.
- Point out the words in the cluster that are synonyms for the central word.

The following example is from a social studies passage:

President Thomas Jefferson wanted to find out if the Missouri River went all the way through the United States to the Pacific Ocean. To find out he sent Lewis and Clark on an expedition up the Missouri River. On this \_\_\_\_\_ Lewis and Clark took 48 men.



|                       |  |
|-----------------------|--|
| <b>Wordless Books</b> | <b>Go back to Speaking <a href="#">2.3</a></b> |
|-----------------------|--|

Wordless books and/or wordless cartoons tell stories through their pictures. Students share orally their versions of stories in response groups.

|                  |  |
|------------------|--|
| <b>Word Sort</b> | <b>Go back to Listening <a href="#">1.1</a></b><br><b>Go back to Reading <a href="#">3.2</a></b> |
|------------------|--|

In this vocabulary development strategy, appropriate for before and during reading, students sort vocabulary terms into categories. The goal is to help them recognize semantic relationships among important concepts in their reading. One type of word sort is "closed": that is, the teacher provides the categories for the students. In an "open sort," students develop their own categories for sorting vocabulary.

- ✓ Before reading provide a word sort which includes words and phrases from the text they will be reading (Be sure they do not see the title of the story or key pictures before they do this.)
- ✓ Encourage students to tear or cut the words apart so they can be easily moved around. The goal is to arrange the words in an order that supports the telling of story.
- ✓ Students tell stories they create using the words and phrases.

**Link:** [http://www.sdcoe.k12.ca.us/score/Phonics\\_Link/lessons/wordsort.html](http://www.sdcoe.k12.ca.us/score/Phonics_Link/lessons/wordsort.html)  
<http://www.lite.iwarp.com/cra2002B.html#labvocab>

|                   |   |
|-------------------|---|
| <b>Word Walls</b> | <b>Go back to Listening <a href="#">1.1</a></b><br><b>Go back to Speaking <a href="#">2.1</a>, <a href="#">2.2</a></b><br><b>Go back to Reading <a href="#">3.1</a></b> |
|-------------------|---|

The teacher and the students display words that are relevant to a particular topic or text being studied. For LEP students, word walls can serve as a reference as they write or verbally interact. Often teachers will create one word wall with high frequency words written alphabetically and displayed on butcher paper or sheets of construction paper and other word walls specific to the focus of a unit of study (e.g., literature word walls, content area word walls). When the focus of the unit changes, words can be placed on a word ring or in a notebook for reference. "Placing a picture of the cover of the book to which the words are related helps the students to locate words by simply recalling the context in which the words were studied." *Fifty Strategies for Teaching English Language Learners*

The following steps in implementing a word wall have been adapted from the resource *Fifty Strategies for Teaching English Language Learners*, pages 223-224:

1. Begin by brainstorming a list of words with the students. For easy access, arrange the words in alphabetical order on individual cards and tape them on a wall or place them in a pocket chart. For a multilingual classroom add translations and illustrations to the words to support writing and speaking.
2. Refer to the word wall whenever a word is discussed. For example, if a student asks the spelling of a word that is on the word wall, direct their attention to the word.
3. Use the words for activities such as word sorts (defined in this glossary), definition games, and phonemic manipulation (defined in this glossary).

|                  |   |
|------------------|---|
| <b>Word Work</b> | <a href="#">Go back to Speaking 2.4</a><br><a href="#">Go back to Reading 3.1</a> |
|------------------|---|

The word work block is the time during literacy instruction dedicated to daily development of word recognition, decoding, vocabulary, and spelling strategies. For a student at the **beginning level**, the emphasis is on language development, phonemic awareness, and letter recognition. Students at the **lower intermediate** and **upper intermediate levels** who have developed phonemic awareness and letter recognition begin to engage in word work activities to develop phonics and decoding skills, vocabulary, and spelling. For **advanced level students**, activities include concept development through use of vocabulary-building strategies and morphology (meanings of prefixes, suffixes, and Greek and Latin roots). All of these activities help children develop decoding skills, spelling accuracy, and vocabulary growth and are usually connected to the content area study going on in the classroom. (This is from the “JCPS District Literacy System Highlights” by Brenda Overturf, 2002.)

Phonemic awareness is an important aspect of early reading development in English and one of the best predictors of native English-speaking children’s future success as readers. The word work block supports the learning of phonemic awareness, language development, and letter recognition through lessons using nursery rhymes, rhyming books, morning message, shared reading, interactive writing, and other developmentally appropriate strategies. After children develop phonemic awareness and letter recognition, the goal of word work becomes the development of phonics and other decoding skills, vocabulary, and spelling through the use of the word wall and making words.

The analogy-based phonics that is used during word work is especially helpful to English language learners because it teaches spelling patterns rather than rules, which can be inconsistent and confusing. Additionally, during word work, students have meaningful opportunities to increase their sight word vocabulary. The word wall is the major activity for learning high frequency, commonly misspelled words. Students, even at the **beginning level** of acquiring English, can identify and understand many forms of environmental print. The teacher builds on the students’ ability to recognize words in context by integrating print into the classroom. She uses the word wall to teach, display, and reinforce sight words and content area vocabulary.

**Word Work Block Strategies Activities** from “*Month-by-Month Phonics*” series by Cunningham and Hall (1998)

#### #1: **Word Wall**

(10 Minutes) Students read, spell, and use high frequency words correctly.

1. Introduce five new words per week
  - ◆ See the words. Say the words.
  - ◆ Chant the words (snap, clap, stomp, cheer, etc.)
  - ◆ Write the words and check them together with the teacher.
  - ◆ Trace around the configuration of the words.
  - ◆ Use an “On-the-Back” activity: Endings, Rhymes, Cross Checking, Be a Mind Reader
2. Review the week’s new words on the second day (above steps).
3. On other days, review previous Word Wall words using Cross-Checking, Be a Mind Reader, Wordo, etc.

*\*Word Wall words must be spelled correctly in all writing!*

#### #2: **Word Work**

(20-25 minutes) Students learn spelling patterns to decode and spell



1. *Making Words*- manipulate letters to construct words from word families (lower intermediate and upper intermediate levels)
2. *Using Words You Know/Brand Name Phonics*-use words you know to read and spell other words (upper intermediate and advanced levels)
3. *Guess the Covered Word*- modified Cloze activity
4. *Rounding Up the Rhymes*- identify spelling and rhyming patterns
5. *Reading/Writing Rhymes*- use patterns to spell and decode words
6. *What Looks Right*- spell words with two or more patterns (**upper intermediate and advanced levels**)
7. *Nifty-Thrifty Fifty*- decode and spell polysyllabic words (**advanced level**)

|                          |   |
|--------------------------|---|
| <b>Writer's Notebook</b> | <b>Go back to Writing <a href="#">4.1</a>, <a href="#">4.2</a>, <a href="#">4.3</a></b> |
|--------------------------|---|

A writer's notebook is a place where students can begin to collect meaningful parts of their lives such as memories, observations, and thoughts. These entries become seed ideas for developing pieces, some of which will eventually be published. In a writer's notebook, a student has the opportunity to try out, or rehearse, skills that writers use. Importantly, it provides a safe environment for English language learners to experiment with language. It is usually a notebook with lined pages, but can also be as simple as pages of notebook paper stapled together with a student-made cover. Students should be encouraged to decorate their notebooks in a way that is personally meaningful in order to emphasize that it is entirely theirs. If the notebook is beautiful in the student's eyes, many times, it will be valued all the more.

The teacher models how to develop a writer's notebook, often using literature as a way to explore and verbalize personal memories and connections. It is important to note the power of multi-cultural literature in achieving this purpose for English language learners. The written pieces of former LEP individuals can be especially relevant to students who are learning English. The teacher demonstrates how reading or listening to a story helps you to connect to your own memories. Then, she records phrases about thoughts or memories and shares these with the students. It is important that time be spent helping students develop the language of feelings. The teacher needs to help the students with vocabulary such as *worried*, *afraid*, *joyful*, *anxious*, and *nervous*, etc. These words and their meanings should be posted in the classroom as they are discussed so that students can access them for use in their own writing. When students are at the **beginning level**, it is important to allow them to discuss and record their responses in their native language so that they can participate. They can also draw prior to writing.

An important last step is sharing. Students must understand that they will be asked to share, not every day, but regularly, and that they must be good listeners. Sometimes students might share in small groups with native language support. After sharing, add to a class chart that records ideas for what might go in a writer's notebook based on student responses. Some examples are: *memories of special people*, *memories of special places*, *memories of special things*, *things I wonder about*, *things I like*, *things I don't like*, *things I notice*.

The teacher evaluates students as she circulates and talks to them about their writing. Some questions she may ask herself are: *Did the student make connections to the story? What other sorts of stories are needed? Did the student feel comfortable sharing orally, but not writing? How is this related to the level of language acquisition? Was the student comfortable with the task? What cultural characteristics might be affecting the student? (For example, it may be discouraged in a student's culture to share personal feelings in a group. How can this student be made to feel safe?)*



| Content Area: Writing   | Core Content/Topic: Generating Topics |
|---|---------------------------------------|
| <p>Tell students at the <b>beginning, lower intermediate, and upper intermediate levels</b> that you will be sharing a book called <i>Sitti's Secrets</i> by Naomi Shihab Nye and that they will write in their writer's notebooks afterward. Explain that the story is about a girl named Sitti who has moved to America from another country. She goes to visit her grandmother who she loves very much, misses, and at the same time worries about.</p> <p>Read the story and discuss it with the students. Have them verbalize some of the feelings they noticed in the story. Record these on a chart. Ask the students to think about whether Sitti's story made them think of anything from their own lives. Have them write about these connections. <b>Beginning level students</b> can draw before writing. They can also write in their native language if they can. Evaluate students by circulating and making anecdotal records.</p> <p>Ask students to share their responses. Some students may need native language support to do so. As students speak, continue to add to the chart with feeling vocabulary and to add to a list of ideas for what might go into a writer's notebook.</p> |                                       |

| Content Area/Grade Level: Personal Writing/2 <sup>nd</sup> Grade   | Core Content/Topic: Purpose |
|--|-----------------------------|
| <ol style="list-style-type: none"> <li>1. Bring in a box of assorted buttons. Show them to the class. Tell them that the buttons came from many old clothes that belonged to your grandparents, mother, father, or brother and sisters. Introduce and read <i>The Button Box</i> by Margarette S. Reed to the class.</li> <li>2. After reading explain to children that like the different buttons from past memories, they have special memories from their lives. They can think about them and make entries in their Writer's Notebook. And when they think of the memory they need to tell why it is important to them and to describe it as the author did in <i>The Button Box</i>.</li> <li>3. Show a student sheet with six large buttons on it. The buttons should be different and be labeled, "Memories of Special Times", "Memories of Special People", "Memories of Special Places", "Things I Wonder", "Things I Like/Don't Like" and "Things I Notice". Tell students that they can decorate them and cut them out and glue them in their notebooks as they make an entry.</li> <li>4. Allow students to write. When conferring with students, make sure that the button used matches the topic they have chosen to write about.</li> <li>5. Follow-up mini-lessons may include brainstorming lists for each button. Next to each response put the contributing student's initials or name in parentheses.</li> <li>6.</li> </ol> <p>Other texts that can help students generate ideas for writing: <i>All the Places to Love</i> and <i>What I Know First</i> by Patricia Mac Lachlan.</p> |                             |

### **Performance Level Considerations:**

- **Beginning level LEP students** may use pictures to represent their ideas and memories. Depending on literacy level of student and bilingual support, writing in first language may also be acceptable, take dictation of what the student tells you. Using pattern books as structural support for their own writing may also be used.
- **Intermediate level LEP students** may still use pictorial responses with greater use of labeling with words and phrases. Encourage strategies of sounding out words or using word wall words and print around the room. Also teach students when coming to an unknown word in English,

write it in their first language or leave a blank or dash so they can come back to it later.  
 Dictionaries need to be an available resource.

- **Advanced level LEP students** will still need assistance with vocabulary at times so word walls, posters, and dictionaries need to be available. They may also need additional guided conferences.

|                        |  |
|------------------------|--|
| <b>Writing Process</b> | <b>Go back to Writing <a href="#">4.1</a>, <a href="#">4.2</a></b> |
|------------------------|--|

- Pre-Writing
  - Brainstorming, Clustering, Listing, Modeling, Outlining
- Drafting
- Conferencing
- Peer Reviews/Teacher Conferences
- Revising
- Proof Reading/Editing
- Publishing

**Link:** Writing Development Teachers' Handbook; go to Chapter 9, "Writing Process"

<http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/default.htm>

|                         |  |
|-------------------------|--|
| <b>X Marks the Spot</b> | <b>Go back to Reading <a href="#">3.2</a>, <a href="#">3.3</a></b> |
|-------------------------|--|

This active reading strategy requires students to monitor their own comprehension by using reading symbols such as "x" for important, a "?" for a question, a "!" for interesting, or "\*" I knew that, "+" new information, "???" I don't understand, and "!" for Wow! The following guidelines may be helpful:

1. Post symbols/codes where all can see and use them or give students' individual handouts or bookmarks with them.
2. Model using the coding symbols with a text on a transparency using an overhead projector. (Beforehand determine if students are going to use sticky notes with codes in the margin, if you are going to provide students with photocopies of the text so that they may write in the margin, or if you are going to give students a one inch strip of paper to paperclip in the margin so that they can write on it.)
3. Have students read individually to complete the task.
4. At the end of the assigned reading selection, students meet in small groups to discuss their reactions and understanding of the text.

**Content Area: Social Studies**

**Core Content: American Civil War**

Introduce a selection from the social studies text for the class to read. Remind students to use reading codes or symbols during the reading. Have students read individually and use a chosen method (sticky notes, photocopy, or one inch strip). The following are examples of ways to address students' varying levels of English language proficiency:

- **Advanced LEP students** can complete the activity as described above.
- **Intermediate level LEP** students may use a graphic organizer to assist them with the activity such as one located in *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension*-Hoyt, p. 131

Nonfiction Scaffold

Name \_\_\_\_\_

Topic/Book \_\_\_\_\_

Before I read I thought \_\_\_\_\_

After reading more I found \_\_\_\_\_

Besides this, I learned \_\_\_\_\_

Finally, I noticed that \_\_\_\_\_

Create an illustration below to show what you learned

- **Beginning level LEP** students may need a reader or reading buddy to perform coding task and graphic organizer.

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*Draft*

**Kentucky English Language**  
**Proficiency Standards**

*Kentucky Department of Education*  
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**Introduction**

Kentucky schools are experiencing a substantial growth in the number of students with limited English proficiency (LEP). As of October 1, 2002, eighty-four (84) of the one hundred seventy-six (176) school districts reported students with limited English proficiency. Collectively, these students speak approximately 84 different languages.

Over the past four to five years, areas across Kentucky, in addition to the largest urban area of Jefferson County, have experienced growth in the LEP population. The far western districts of Webster County, Mayfield Independent Schools and surrounding districts; the western districts of Bowling Green Independent Schools, Warren County, Christian County, Daviess County, and surrounding districts; the northern county districts of Kenton, Boone, Oldham, and Shelby; and the central county districts of Jessamine and Fayette and surrounding districts are reporting large numbers and/or greater rates of growth. Districts in Eastern Kentucky, South Central Kentucky and more districts in far Western Kentucky are beginning to have language minority students move into their districts. Although Kentucky has a significant number of schools with low incidence (less than 10 per school district) of LEP students, ethical and legal precepts protect the rights of these children.

***Who are children with limited English proficiency?***

Classrooms in Kentucky schools have children whose native languages are Spanish, Bosnian, Chinese, Japanese, Korean, Vietnamese, and Urdu, just to name a few. Some of these children are not yet proficient in English. These students with limited English proficiency come with diverse histories, traditions and varied educational experiences. Some LEP students enter our schools with a high level of proficiency in all skill areas in their native language, while others are preliterate or minimally literate in their native language. Some students with limited formal schooling (LFS) may not be fully skilled in the academic area due to a variety of reasons including poverty and war.

Federal legislation, which includes the No Child Left Behind Act of 2001 (NCLB), defines these students with limited English proficiency\*as children who

- are aged 3 through 21;
- are enrolled or preparing to enroll in an elementary school or secondary school;
- were not born in the United States or whose native language is a language other than English;
- are a Native American or Alaska Native, or a native resident of the outlying areas, and come from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- are migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and
- have difficulties in speaking, reading, writing, or understanding the English language that may be sufficient to deny the individual-

- ⇒ the ability to meet the state's proficient level of achievement on state assessments;
- ⇒ the ability to successfully achieve in classrooms where the language of instruction is English; or
- ⇒ the opportunity to participate fully in society.

(\*The term 'limited English proficient' has been defined in Title IX of the No Child Left Behind Act under the General Provisions Part A, Section 9101.Definition)

Kentucky's rapidly expanding population of students with limited English proficiency has resulted in the need for a greater systematic effort to build the capacity of schools to meet the challenging academic needs of these children. Kentucky's recent survey data indicated that LEP students are performing below state and national norms. Kentucky's Spring 2002 Performance Report for the Kentucky Core Content Assessment (KCCCT), a component of the state accountability system, indicated that LEP students predominately cluster in the novice and apprentice areas of performance across content areas, although there have been some gains in the past biennium, 2000-2002, notably in elementary and middle school reading, social studies and science and elementary math. Arts and humanities and practical living gains have been across all grade levels.

The *Program of Studies for Kentucky Schools Grades Primary-12* outlines the minimum common content required for all students and helps to ensure opportunities to learn at a high level. The content is based on Kentucky's learning goals, academic expectations and input from professional and partnering organizations, and Kentucky classroom teachers and administrators. The major goals in Title III of NCLB are to help ensure that limited English proficiency (LEP) children attain English proficiency, develop high levels of academic competence in English, and meet the same challenging state academic content and student academic standards that all children are expected to meet. Under NCLB, states are required to establish English language proficiency standards and measure student achievement toward these standards through the annual administration of English language proficiency assessments and academic content assessments. States are also required to establish annual measurable objectives that identify a minimum percentage of students who must meet or exceed proficiency in the English language and in the academic content areas.

### **What are English Language Proficiency Standards?**

English language proficiency standards help to define what is meant by language competency. These standards are specifically developed for limited English proficient students and define progressive levels of competence in the acquisition of the English language. Language acquisition is developmental and influenced by many factors. Understanding the language acquisition process and the factors that promote acquisition in a second language are key to the creation and use of language proficiency standards. The National/International Association of Teachers of English to Speakers of Other Languages (TESOL) provides general principles of language acquisition as well as an extensive list of resources in their publication, *ESL Standards for Pre-K -12 Students* and on their website at [tesol@tesol.org](mailto:tesol@tesol.org) or <http://www.tesol.org>. Other helpful resources will be identified in this introduction as part of the section entitled, "*What resources are helpful to promote success in educating limited English proficient students?*"

In defining state English language proficiency standards, *No Child Left Behind* legislation requires that the progressive levels of competency be defined in four domains: listening, speaking, reading and writing. Rates of acquisition in these domains will vary by student and by domain. No student would be expected, for example, to move from one progressive level to another in all four domains simultaneously. Also, those students who enter our country with only limited formal schooling need help in understanding the school culture and community as an entry into the standards.

Performance level descriptions, defining the characteristics of what LEP students can do in content at each competency level, are an integral part of English language proficiency standards. It is important to note that although links are made to state language arts standards, these standards are not the same. While English language proficiency standards deal with the acquisition of the English language, state content standards describe what all students should know and be able to do in the specific academic area. English

language learners at all levels of proficiency, from beginning to advanced, are instructed in content that is scaffolded appropriately to their English proficiency. Content then becomes the context through which they learn English language skills. English language proficiency standards should be designed to help LEP students acquire English language competency skills as a foundation to meeting state academic standards. For example, skimming and scanning are skills that all students need to learn and English language learners also need to learn these skills in content-embedded second language acquisition. However, while students in a regular high school English class may skim and scan jargon-heavy informational articles or textbooks, English language learners may skim and scan informational text that has been simplified, uses lots of supporting graphics and pictures, and is shorter in length (e.g., sections or chapters).

### **How were Kentucky English Language Proficiency Standards developed?**

Key to the development of Kentucky's English Language Proficiency Standards was an understanding of the language acquisition process as well as Kentucky's content and academic expectations for all students. The Kentucky Department of Education called upon experts in the field to create state language proficiency standards that would define progressive levels of competence in the use of English in four domains outlined in NCLB: listening, speaking, reading and writing.

Beginning with a Kentucky overarching goal that "Students understand and communicate in the English language," the advisory committee looked to the work of the National/International Association of Teachers of English to Speakers of Other Languages (TESOL), the partnership with LEP-States Collaborative on Assessment and Student Standards (SCASS), and the standards of other states leading the field, including New York, Nevada, Kansas, California and Texas. The Kentucky team wanted to honor the three broad goals of TESOL, which were established "to ensure that all students achieve the English language competence needed for academic success and for life in a literate culture." The TESOL broad goals follow: Goal 1, To use English to communicate in social settings; Goal 2, To use English to achieve academically in all content areas; Goal 3, To use English in socially and culturally appropriate ways. (*ESL Standards for Pre-K-12 Students*, 1997).

Blending the Kentucky Academic Expectations targeted at the four domains of listening, speaking, reading and writing with the overarching goals of TESOL, the development team crafted the following four Language Proficiency Expectations to guide their work:

- English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically.
- English language learners speak using appropriate forms, conventions and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically
- English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically.
- English language learners write using appropriate forms, conventions and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.

The development team, guided by these language proficiency expectations, began to organize each domain through a number of stated goals for student learning. Using the *Kentucky Program of Studies, Core Content for Assessment, Kentucky Performance Level Descriptions, Kentucky Content for World Language Proficiency*, the *Kentucky Marker Papers*, as well as international standards for language acquisition, relevant connections or links were sought to create a pathway for Kentucky's English language learners to overcome language barriers and to access high academic standards outlined for all Kentucky students. The search results took the form of *linking standards* to help in clarifying the broader English language proficiency expectations and provide a means for readers to connect the state content standards to the specific skills English language learners need to acquire in order to progress toward English language proficiency.

With Language Proficiency Expectations and linking standards in place, the Kentucky development team again turned to the experts in the language acquisition field focusing attention on the collaborative work with LEP-SCASS. The task this time was to define general descriptions of four progressive levels of competence: beginning, lower intermediate, upper intermediate and advanced in the four domains outlined in NCLB: listening, speaking, reading and writing. These performance level goals guided the creation of performance indicators to denote a specific description of knowledge or skill that students acquire as they move along a continuum toward language acquisition *Primary through Grade 12*. The Kentucky Language Acquisition Performance Goals are generalized across grade levels for each domain.

**What resources are helpful to promote success in educating limited English proficient students?**

The Kentucky Language Proficiency Standards Advisory Committee offers the following resources, acknowledging that there are many other helpful resources in the field that may not be represented. Efforts will be made to continue to update these resources.

**National Organizations and Offices**

- The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA): <http://www.ed.gov/offices/OBEMLA/index.html>
- National Clearinghouse for English Language Acquisition (NCELA): <http://www.ncela.gwu.edu/>
- Office of Civil Rights Policy Memoranda on Schools' Obligations Towards National Origin Minority Students who are Limited-English Proficient (LEP): <http://www.ed.gov/offices/OCR/docs/laumemos.html>
- Office for Civil Rights Limited English Proficient Resources: <http://www.ed.gov/offices/OCR/ellresources.html>
- Programs for English Language Learners: Resource Materials for Planning and Self-Assessments: <http://www.ed.gov/offices/OCR/ELL/index.html>
- The National/International Association of Teachers of English to Speakers of Other Languages (TESOL): <http://www.tesol.org>
- Center for Applied Linguistics (CAL): <http://www.cal.org>
- Center for Research on Education, Diversity and Excellence (CREDE): <http://www.cal.org/crede/>
- ESCORT (formerly Eastern Stream Center on Resources and Training): <http://www.escort.org>
- ERIC Clearinghouse on Language and Linguistics: <http://www.cal.org/ericcl/digest/subject.html>

**Title III**

- Title III-Language Instruction for Limited English Proficient and Immigrant Students: <http://www.ed.gov/legislation/ESEA02/pg39.html#sec;> pdf format for Adobe Acrobat Reader: <http://www.ncela.gwu.edu/miscpubs/legislation/nclb/nclb-iii.pdf>
- NCLB Title III Overview and Summary: Moving Limited English Proficient Students to English Fluency: <http://www.ed.gov/offices/OESE/esea/nclb/part7.html>

Kentucky Department of Education: <http://www.kde.state.ky.us> (search English as a Second Language)

Kentucky TESOL: <http://www.kytesol.org>

**Key Issues****Principles of Second Language Acquisition**

- Second language acquisition myths: <http://www.ncpublicschools.org/curriculum>
- Center for Advanced Research on Language Acquisition: <http://carla.acad.umn.edu/>
- Bibliography of resources on Second Language Acquisition: [http://www.questia.com/Index.jsp?CRID=second\\_language\\_acquisition&OFFID=se2](http://www.questia.com/Index.jsp?CRID=second_language_acquisition&OFFID=se2)
- Stephen Krashen's theory of Second Language Acquisition: <http://www.sk.com.br/sk-krash.html>



**Characteristics of LEP students**

- Limited-English-Proficient Students in the Schools: Helping the Newcomer. ERIC Digest: <http://ericae.net/edo/ED279206.HTM>
- Resources on LEP skills: <http://www.4teachers.org/profd/lep.shtml>

**Culturally Responsive Curriculum**

- ERIC Clearinghouse on Teaching and Teacher Education: <http://www.ericfacility.net/ericdigests/ed370936.html>
- Migrant Students: <http://www.escort.org/products/HSc2.pdf>
- ERIC Clearinghouse on Rural Education and Small Schools: Involving Migrant Families in Education: <http://www.ael.org/eric/digests/edorc004.htm>
- Cross Cultural Development Education Services: <http://www.crosscultured.com>

**Lesson Plans**

- In the Classroom: A Toolkit for Effective Instruction of English Learners: <http://www.ncela.gwu.edu/classroom/toolkit/index.htm>
- Dave's ESL Café: <http://www.elscafe.com>
- Karin's ESL PartyLand: <http://www.eslpartyland.com>
- EnglishPage: <http://www.englishpage.com>

**Resource Books**

Boyle, Owen and Suzanne Perego. 2000. Reading, Writing, and Learning in ESL, Third Edition. Pearson Addison Wesley. ISBN 0801332494

Cary, Stephen. 1997. Second Language Learners. Stenhouse Publishers. ISBN 1-57110-065-2

Center for Applied Linguistics. 2000. Enhancing English Language Learning in Elementary Classrooms. Delta Systems. ISBN 1887744487

Claire, Elizabeth and Jodie Haynes. 1994 and 1995. Classroom Teacher's ESL Survival Kit #1 & 2. Pearson ESL. ISBN 0131376136 and ISBN 0132998769

Donaldson, Judy P. 1983. Transcultural Picture Word List. Learning Publications, Inc. ISBN 1-55691-132-7

Eastern Stream Center on Resources and Training (ESCORT). 1998. Help! They Don't Speak English Starter Kit for Primary Teachers, Third Edition. <http://www.escort.org/products/helpkit.html>

Eastern Stream Center on Resources and Training (ESCORT). 2001. The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners. <http://www.escort.org/products/secondaryhelpkit.html>

Freeman, David E. and Yvonne S. Freeman. 2001. Between Worlds Access to Second Language Acquisition, Second Edition. Heinemann. ISBN 0325003505

Freeman, David E. and Yvonne S. Freeman. 2000. Teaching Reading in Multilingual Classrooms. Heinemann. ISBN 0325002487

Jameson, Judith. 1998. Enriching Content Classes for Secondary ESOL Students. ISBN 1887744169

Klein, Wolfgang. 1986/1994. Second Language Acquisition. Cambridge: Cambridge University Press ISBN 0521317029

Maitland, Katherine. 2000. Adding English: Helping ESL Learners Succeed. Good Apple (A Division of Frank Schaffer Publications, Inc.) ISBN 1564179036

McLaughlin, Barry. 1987/1988. Theories of Second-Language Learning. London: Edward Arnold. ISBN 0713165138

Moore, Helen H. 1994. The Multilingual Translator: Words and Phrases in 15 Languages to Help You Communicate with Students of Diverse Backgrounds. Scholastic. ISBN 0-590-48923-3

Nunan, David. 1998. Second Language Teaching and Learning. Heinle. ISBN 0838408389

O'Malley, J. Michael and Lorraine Valdez Pierce. 1996. Authentic Assessment for English Language Learners: Practical Approaches For Teachers. Addison-Wesley Publishing Company. ISBN 0201591510

Spangenberg-Urbschat, Karen and Robert Pritchard. 1994. Kids Come in All Languages: Reading Instruction for ESL Students. International Reading Association. ISBN 0872073955

Spolsky, Bernard. 1989. Conditions for Second Language Learning. Oxford: Oxford University Press. ISBN 0194370631

Walker, Michael. 1996. Amazing English How-To-Handbook: Strategies for the Classroom Teachers. Addison-Wesley Publishing Company. ISBN 02189522-6

#### **Dictionaries**

Children's Bilingual Picture Book. Bilingual Dictionaries, Inc

Molinsky, Steven J. 1995. Word by Word Basic Picture Dictionary. Pearson ESL. ISBN 013278565X

New Oxford Picture Dictionary [English and various languages]. Oxford University Press

**Kentucky Language Acquisition Performance Goals: Listening****Go back to [Introduction](#)**

**Beginning:** Students at the beginning level of the listening domain can understand limited familiar speech in everyday conversations and discussions, follow simple directions to complete a task, and identify some main ideas of simple conversations with familiar vocabulary. Students are beginning to discriminate between sounds and demonstrate an understanding of patterns of sound. Listening comprehension skills are limited to interpreting through tone of voice and inferring by detecting gestures, body language and/or emotional undertones in familiar contexts.

**Lower Intermediate:** Students at the lower intermediate level of the listening domain can understand familiar spoken words or phrases, follow simple multi-step directions to complete a task, and identify main ideas in simple conversations, discussions, and presentations. These students demonstrate an ability to discriminate between familiar speech sounds and have some understanding of the intonation, pace, tone of voice and rhythm of familiar speakers. They also have an understanding of standard speech in limited settings with repetition and rewording. Listening comprehension skills include the ability to interpret meaning through identifying purpose, audience and tone in familiar and some unfamiliar contexts, and the ability to infer meaning by detecting non-verbal and some verbal cues.

**Upper Intermediate:** Students at the upper intermediate level of the listening domain can understand some spoken words or phrases on familiar topics from formal and informal English, follow complex multi-step directions to complete a task in English, and understand the main ideas and some relevant details of conversations, discussions and presentations on familiar and academic topics. These students demonstrate an ability to discriminate between familiar and some unfamiliar speech sounds and have some understanding of intonation, pace, tone of voice and rhyme of a variety of speakers. Upper intermediate listeners can understand standard speech delivered in settings such as conversations, TV, film and/or lectures with repetition and rewording. Listening comprehension skills include the ability to interpret meaning by identifying attitude and style as well as analyzing purpose, audience and tone and the ability to infer meaning by detecting non-verbal and verbal cues in cultural contexts.

**Advanced:** Students at the advanced level of the listening domain can understand a variety of spoken words and phrases from formal and informal English, follow and restate complex multi-step directions, and understand and identify the main ideas and relevant details of extended conversations, discussions or presentations on a wide range of familiar and unfamiliar topics. These students demonstrate an ability to discriminate between familiar and unfamiliar speech sounds and have a broad understanding of the stress, intonation, pace, tone of voice, and rhythm of a variety of speakers. Advanced listeners understand standard speech delivered in most settings and can extract meaning from a variety of media in all content areas. Listening comprehension skills include the ability to interpret meaning by identifying and analyzing purpose, audience attitude, style and tone of messages based on word choice and delivery in a variety of contexts. These students are also able to infer meaning by detecting and analyzing verbal and non-verbal cues in cultural contexts.

**Kentucky Language Acquisition Performance Goals: Speaking**[Go back to Introduction](#)

**Beginning:** Students at the beginning level of the speaking domain provide basic personal information, identify familiar people, places and objects and use basic survival vocabulary to communicate needs and wants. They may participate in a limited way in social conversations and classroom discussions on familiar topics, responding to simple questions, or describing familiar actions or experiences with short utterances. Students are beginning to arrange words and phrases in a comprehensible manner, use present tense verb forms, and repeat or produce limited words and phrases using English intonation.

**Lower Intermediate:** Students at the lower intermediate level of the speaking domain ask and provide basic personal information on familiar topics, identify and describe familiar people, places, and objects, and use limited vocabulary and non-verbal strategies to communicate. These students participate in social conversations with peers and adults on familiar topics, speaking and responding in appropriate ways based on purpose, audience, and subject matter or asking and answering simple questions to gather information. They also are able to describe familiar ideas, feelings, actions, and experiences with some detail. Lower intermediate speakers arrange phrases, clauses, and sentences into meaningful patterns, use common verb tense forms with limited accuracy, and produce words and phrases with limited English intonation patterns speaking at an understandable pace on familiar topics.

**Upper Intermediate:** Students at the upper intermediate level of the speaking domain ask and provide basic information on a variety of topics, identify and describe familiar and some unfamiliar people, places, events and objects, and use a variety of vocabulary to communicate. These students initiate and participate in conversations on familiar and some unfamiliar topics, speaking and responding in appropriate ways based on purpose, audience and subject matter. Upper intermediate speakers arrange phrases, clauses and sentences into accurate and meaningful patterns, use common verb tense forms with accuracy, and speak at an understandable pace using both verbal and non verbal (e.g., posture, gestures, eye contact) strategies to sustain conversation in a variety of settings.

**Advanced:** Students at the advanced level of the speaking domain ask and provide detailed information on a variety of topics, identify and describe in detail both familiar and unfamiliar people, places, events and objects, and use a varied, precise vocabulary to communicate in all settings. These students initiate and actively participate in discussions on familiar and unfamiliar topics, speaking and responding in appropriate ways based on purpose, audience, and subject matter. Advanced speakers arrange complex phrases, clauses and sentences into accurate and meaningful patterns, use common verb tenses with increasing accuracy, and speak using standard pronunciation at an appropriate and understandable pace in a variety of settings.

**Kentucky Language Acquisition Performance Goals: Reading****Go back to [Introduction](#)**

**Beginning:** Students at the beginning level of the reading domain develop a concept of self as reader using experience, memorization, pictures and imagination to derive meaning from text. Recognizing that printed material provides information, students begin to connect prior knowledge and visual cues to develop word meaning. These students can name and identify each letter of the alphabet and make connections between letters and their corresponding sounds. Students begin to understand there are purposes for reading (e.g., for enjoyment, to locate information and to complete a task).

**Lower Intermediate:** Students at the lower intermediate level of the reading domain develop a concept of self as reader using experience, memorization, pictures, imagination and words to derive meaning from texts. These readers are able to use word analysis skills and strategies such as applying knowledge of letter-sound correspondence and simple language structures to comprehend new words in English and can recognize word order, basic language patterns and basic sight words in simple texts. Lower intermediate readers are building comprehension skills through scanning, skimming, summarizing and recognizing some organizational patterns and text features to predict, infer and generalize about simple text with teacher support. Students can begin to identify purposes for reading and develop an awareness of author's point of view.

**Upper Intermediate:** Students at the upper intermediate level of the reading domain develop a concept of self as reader using prior knowledge and experience with text to derive meaning from simple sentences, paragraphs and passages. These readers begin to develop fluency using their knowledge of sight words, word order, language patterns, and structural analysis to decode more complex words and phrases from unfamiliar texts. Upper intermediate readers are building comprehension skills through scanning, skimming, summarizing and applying knowledge of organizational patterns and text features to confirm predictions, inferences and generalizations about the meaning of a passage. These readers can understand how the author's perspective or point of view affects the text. Students can identify a purpose for reading and select texts for authentic purposes.

**Advanced:** Students at the advanced level of the reading domain develop a concept of self as reader using prior knowledge and experience with text to derive meaning from a variety of texts. These readers consistently apply their knowledge of sight words, complex word patterns, language patterns and structural analysis to decode more complex words, phrases and sentences independently. Advanced readers are building comprehension skills through scanning, skimming, and summarizing and applying knowledge of organizational patterns, literary devices, and text features to confirm predictions, inferences and generalizations from a variety of texts. These readers can understand and analyze how the author's perspective or point of view affects the text. Students are able to choose a variety of materials to accomplish authentic purposes.

**Kentucky Language Acquisition Performance Goals: Writing** [Go back to Introduction](#)

**Beginning:** Students at the beginning level of the writing domain are able to choose topics from personal experience, interests, or concerns, and support their ideas and/or demonstrate a story line in simple sentences and phrases with limited set vocabulary. Beginning writers can demonstrate a limited use of logical order as they develop an awareness of leads and conclusions. Students show sound/letter correspondence and use capital letters and end punctuation when sentences are copied for an authentic purpose. Through using writing -to-learn and writing-to-demonstrate learning strategies, such as journals and graphic organizers, teachers *model* instruction for students to connect reading, listening, observing, and inquiry in academic content to personal experience.

**Lower Intermediate:** Students at the lower intermediate level of the writing domain begin to focus on a topic and begin to write simple texts to an authentic audience other than the teacher. These writers begin to support ideas and/or demonstrate a story line (beginning, middle, end) using more complex sentences, consisting of high frequency, grade appropriate vocabulary including some sensory detail. Lower intermediate writers use a variety of descriptive language, attempt correct word choice and usage, including expressing present, future, and past ideas, and use more correct capitalization and punctuation. They begin to borrow forms of writing structures such as letters, articles, stories, poetry, etc. Through using writing -to-learn and writing-to-demonstrate learning strategies, such as journals and graphic organizers, teachers *guide* instruction for students to connect reading, listening, observing, and inquiry in academic content to personal experience. Lower intermediate writers begin to use appropriate research tools to locate information and ideas.

**Upper Intermediate:** Students at the upper intermediate level of the writing domain are able to narrow a topic and to focus on a purpose for writing to an authentic audience other than the teacher using individual voice or appropriate tone. These writers support ideas with one or two relevant, specific details, including facts, sensory details, imagery, dialogue, opinions and reflections when appropriate. Upper intermediate writers use logical order, using transition words or phrases to move the reader from one paragraph to another. They are able to write complete sentences with some variety in sentence structure and length. They show evidence of correct word choice and usage, use some correct capitalization and punctuation, and begin to edit for grammatical errors. Through using writing -to-learn and writing-to-demonstrate learning strategies, such as journals and graphic organizers, these writers begin to connect reading, listening, observing, and inquiry in academic content to personal experience. Upper intermediate writers are able to use simple reference tools to locate and synthesize information from multiple sources.

**Advanced:** Students at the advanced level of the writing domain focus on a purpose and write to an authentic audience using individual voice and appropriate tone. These writers support ideas with two or three relevant, specific details using information from a variety of sources to develop new ideas. Advanced writers demonstrate logical order in a variety of genres, write a cohesive beginning, middle and end, and use transition words or phrases to move the reader from one paragraph to another. They use a variety of sentences in structure and length, demonstrate frequent correct word choice and usage, and edit for grammatical errors. They also use more correct spelling and more correct capitalization and punctuation. Through using writing -to-learn and writing-to-demonstrate learning strategies, such as journals and graphic organizers, these writers are able to connect reading, listening, observing, and inquiry in academic content to personal experience. Advanced writers are able to use a more varied range of reference tools to locate information and ideas for authentic tasks.

**Kentucky Language Proficiency Standards**

This document is intended to provide teachers, administrators, students, parents, community representatives and all other stakeholders involved in the important work of helping students with limited English proficiency with information essential for consistent and successful teaching and learning of English for LEP students.

Included in the *Kentucky Language Proficiency Standards* document are Language Proficiency Expectations that indicate what students are expected to demonstrate to become listeners, speakers, readers and writers of the English language. In each domain, Linking Standards clarify the broader proficiency expectations and connect the state academic content to performance indicators. The Performance Indicators are clear, specific descriptions of knowledge or skills that students master at each progressive level to move toward English proficiency.

Kentucky Language Proficiency Standards will be an important resource for Kentucky schools in planning curriculum, instruction and assessment to meet the needs of LEP students. These standards will help local schools and districts

- identify a student's instructional needs;
- understand a student's language abilities;
- design curriculum and create lessons and units of study;
- facilitate collaboration between LEP resource teachers and regular classroom teachers;
- measure achievement towards language acquisition through both formal and informal assessments;
- provide data for inclusion into a student's Program Service Plan;
- report progress of LEP student to parents and/or state and federal officials;
- define annual achievement objectives for increasing and measuring the level of development and attainment of English proficiency; and/or
- evaluate the effectiveness of language instructional programs.

**The following graphic should help in navigating the standards document:**



The language proficiency expectations indicate what students are expected to demonstrate.

## How to Read the Standards

Language acquisition goal is for all Kentucky English language learners

Students understand and communicate in the English language.

| Language Proficiency Expectation  | Linking Standard   |
|---|--|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically | <b>3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English.</b> |

### Indicates instructional level

| Program of Studies Categories   | Beginning | Lower Intermediate  | Upper Intermediate  | Advanced   |
|---|-----------|---|---|--|
| <b>Vocabulary</b>   |           | Develop auditory and visual strategies to understand words and their meanings   | Use auditory and visual strategies to derive meaning from simple text   | Use auditory and visual strategies to derive meaning from a variety of texts   |
| Recognize environmental print   |           | Recognize basic sight words within text   | Use sight words to derive meaning in text   | Develop and increase sight word vocabulary to derive meaning in a variety of texts   |
| Begin to connect prior knowledge and visual cues to develop meaning             |           | Recognize that word structure changes word meaning                              | Analyze the structure of words (e.g., prefixes, suffixes, endings) to derive meaning  | Apply the knowledge of word structure to derive meaning in a variety of texts  |
| Use prior knowledge and visual cues to derive word meaning in familiar contexts |           | Use prior knowledge and visual cues to derive word meaning in familiar contexts | Use prior knowledge, visual and contextual cues to derive word meaning from texts that contain unfamiliar words, expressions, and multiple meaning words (e.g., homonyms, synonyms) | Begin to use knowledge of words and phrases, cognates, figurative language, idioms, multiple meaning words, and technical vocabulary |

The linking standards clarify the broader English language proficiency expectations and connect the academic content to the performance indicators

Category/grouping of knowledge or skill; connection to Program of Studies for Kentucky Schools

**Bolded words are defined in glossary**

Empty boxes are deliberate. Skill/ content may be initiated or mastered at varying performance levels.

Performance indicators denote a specific description of knowledge or skill that students acquire as they move toward English language proficiency.

*Draft Document* **Kentucky English Language Proficiency Standards** *Draft Document*  
*Students understand and communicate in the English language.*

**1.Listening**

English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically.

- 1.1 Students demonstrate an understanding of main ideas and supporting details.
- 1.2 Students demonstrate comprehension skills that allow for interpretation, inference, and implication.

**2.Speaking**

English language learners speak using appropriate forms, conventions and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.

- 2.1 Students demonstrate a range and control of vocabulary (knowledge of and ability to use vocabulary).
- 2.2 Students demonstrate knowledge of and ability to use grammatical elements to organize phrases and sentences.
- 2.3 Students demonstrate awareness and ability to control the organization of meaning in terms of function, context, and implication.
- 2.4 Students demonstrate knowledge of and skill to understand and produce sound units, word and sentence stress, tone, rhythm and intonation.
- 2.5 Students demonstrate knowledge and skills to deal with the social dimension of language use (e.g., register, conventions of politeness, non-verbal cues)
- 2.6 Students demonstrate the ability to arrange sentences in sequence in order to produce coherent stretches of conversation or presentation, including thematic organization, cause/effect, relevance, and style.

**3.Reading**

English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically.

- 3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English.
- 3.2 Students use reading skills and strategies to build comprehension in English.
- 3.3 Students read to comprehend, interpret, and evaluate texts from a variety of perspectives and for specific purposes.

**4.Writing**

English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.

- 4.1 Students learn and apply the writing process and criteria for effective writing.
- 4.2 Students learn to develop story structures and language patterns through visual and symbolic language.
- 4.3 Students keep a working folder of writing for a variety of authentic purposes and audiences and in a variety of forms (i.e., personal, literary, transactive, reflective).
- 4.4 Students produce a variety of written responses that demonstrate independent and critical thinking: (a) writing to learn (b) writing to demonstrate learning.

## Students understand and communicate in the English language.

| Language Proficiency Expectation  | Linking Standard  |
|---|---|
| <b><u>I. Listening</u></b><br>English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically. | 1.1 Students demonstrate an understanding of main ideas and supporting details. |

| Program of Studies Categories  | Beginning   | Lower Intermediate   | Upper Intermediate   | Advanced   |
|--|---|--|--|--|
| <b><i>Phonological Discrimination</i></b><br>(Ability to differentiate between speech sounds)<br><a href="#">(go to Listening 1.1)</a>   | Demonstrate a limited ability to discriminate between speech sounds   | Demonstrate an ability to discriminate between familiar speech sounds  | Demonstrate an ability to discriminate between familiar and some unfamiliar speech sounds  | Demonstrate an ability to discriminate between familiar and unfamiliar speech sounds   |
|  | Listen to and understand limited familiar speech in everyday conversations, stories, discussions, presentations, and interviews | Understand familiar speech samples in conversations, stories, discussions, presentations, and interviews                   | Understand speech samples on familiar topics from <b><u>diverse forms of English</u></b> in conversations, stories, discussions, presentations, and interviews | Understand a variety of speech samples from <b><u>diverse forms of English</u></b> in conversations, discussions, stories, presentations, and interviews |
| <b>Paralinguistic Features</b><br>(The way words, sentences, and groups of sentences in spoken language are programmed vocally)<br><a href="#">(go to Listening 1.1)</a><br><a href="#">(go to Listening Considerations)</a> | Demonstrate an understanding of patterns of sound   | Demonstrate some understanding of <b><u>stress</u></b> , intonation, pace, tone of voice and rhythm with familiar speakers | Demonstrate some understanding of <b><u>stress</u></b> , intonation, pace, tone of voice and rhythm with a variety of speakers                                 | Demonstrate a broad understanding of paralinguistic features   |

## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard  |
|--|---|
| <b>1. Listening</b><br>English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically. | 1.1 Students demonstrate an understanding of main ideas and supporting details. |

| Program of Studies Categories                                   | Beginning  | Lower Intermediate  | Upper Intermediate  | Advanced  |
|---|--|---|---|---|
| <b>Standard Speech</b><br><a href="#">(go to Listening 1.1)</a> | Comprehend familiar words, phrases and <b>cognates</b> from their native language  | Comprehend simple statements and questions in familiar contexts   | Comprehend simple statements and questions in a variety of contexts   | Comprehend complex statements and questions in a variety of contexts  |
|   | Follow simple directions to complete a task in English   | Follow multi-step directions to complete a task in English  | Follow complex multi-step directions to complete a task in English  | Follow and restate complex multi-step directions  |
|   | Identify some main ideas of simple conversations, discussions, and presentations with familiar vocabulary and some unfamiliar vocabulary (i.e., content-embedded/technical vocabulary) | Identify main ideas of simple conversations, discussions, and presentations with some familiar and unfamiliar vocabulary and structures | Understand the main ideas and some relevant details of conversations, discussions and presentations on familiar and unfamiliar topics | Understand and identify the main ideas and relevant details of extended conversations, discussions or presentations on a wide range of familiar and unfamiliar topics |

## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard  |
|--|---|
| <b>1. Listening</b><br>English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically. | 1.1 Students demonstrate an understanding of main ideas and supporting details. |

| Program of Studies Categories         | Beginning   | Lower Intermediate  | Upper Intermediate  | Advanced   |
|---------------------------------------|---|---|---|--|
| <b>Standard Speech</b><br>(continued) | Demonstrate a limited understanding of short <b>discrete</b> expressions                        | Demonstrate a general understanding of short <b>discrete</b> expressions  | Demonstrate a detailed understanding of short <b>discrete</b> expressions, and a general understanding of longer conversations, presentations, etc. | Demonstrate a detailed understanding of short <b>discrete</b> expressions, and longer conversations, presentations, etc.           |
|                                       | Understand memorized word order patterns in everyday contexts                                   | Understand word order patterns and frequently used tenses in everyday contexts                                  | Understand word order patterns and frequently used tenses in complex contexts   | Understand word order patterns and a variety of tenses in all contexts   |
|                                       | Understand limited standard speech of familiar speakers (e.g., teachers, peers) with repetition | Understand standard speech in limited settings (e.g., stores, school, home, work) with repetition and rewording | Understand standard speech delivered in some settings (e.g., conversations, TV, film, lectures) with repetition and rewording                       | Understand standard speech delivered in most settings (e.g., conversations, TV, film, lectures) with some repetition and rewording |
|                                       | Recognize some words and phrases from media such as audio tape, video, and CD-ROM               | Extract limited meaning from a variety of media such as audio tape, video, and CD-ROM on familiar topics        | Extract meaning from a variety of media such as audiotape, video, and CD-ROM in some content areas  | Extract meaning from a variety of media such as audiotape, video, and CD-ROM in all content areas                                  |

Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard  |
|--|---|
| <b>1. Listening</b><br>English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically. | 1. 2 Students demonstrate comprehension skills that allow for interpretation, inference, and implication. |

| Program of Studies Categories                                  | Beginning   | Lower Intermediate  | Upper Intermediate   | Advanced  |
|--|---|---|--|---|
| <b>Interpretation</b><br><a href="#">(go to Listening 1.2)</a> | Identify purpose in some familiar contexts                            | Identify purpose and audience in familiar and some unfamiliar contexts                      | Identify attitude and style and analyze purpose and audience   | Identify and analyze purpose, audience, attitude and style  |
|  | Identify the tone of the message based on delivery                    | Identify the tone of the message based on delivery and word choice within familiar contexts | Identify the tone of the message based on word choice and delivery in a variety of contexts (i.e., slang, <a href="#">idioms</a> )                           | Identify and analyze the tone of the message based on word choice and delivery in a variety of contexts |
| <b>Inference</b><br><a href="#">(go to Listening 1.2)</a>      | Detect some <a href="#">affective</a> undertones in familiar contexts | Detect some <b>affective</b> undertones and inferences in familiar contexts                 | Detect <b>affective</b> undertones and inferences in familiar contexts and in some academic areas with paraphrasing, slower speaking pace and visual support | Detect <b>affective</b> undertones and inferences using occasional repetition and rephrasing            |

## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard  |
|--|---|
| <b>1. Listening</b><br>English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically. | 1. 2 Students demonstrate comprehension skills that allow for interpretation, inference, and implication. |

| Program of Studies Categories                               | Beginning  | Lower Intermediate  | Upper Intermediate  | Advanced   |
|---|--|---|---|--|
| <b>Implication</b><br><a href="#">(go to Listening 1.2)</a> | Detect non-verbal cues (e.g., gestures, body language, etc.)   | Detect non-verbal and some verbal cues (e.g., <b>register</b> —formality, pause, slang, accent, etc.) | Detect non-verbal and verbal cues in cultural contexts  | Detect and analyze verbal and non-verbal cues in cultural contexts                         |
|   | Identify some cultural practices (habits) in familiar contexts | Identify cultural practices in familiar contexts  | Identify cultural practices and perspectives (i.e., attitudes and beliefs) in familiar contexts | Identify and analyze cultural practices and perspectives in familiar and academic contexts |



## Students understand and communicate in the English language.

| Language Proficiency Expectation  | Linking Standard  |
|---|---|
| <b>2. Speaking</b><br>English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | <b>2.1</b> Students demonstrate a range and control of vocabulary (knowledge of and ability to use vocabulary). |

| Program of Studies Categories  | Beginning   | Lower Intermediate  | Upper Intermediate  | Advanced   |
|--|---|---|---|--|
| <b>Lexical Competence</b><br>(Knowledge and ability to use vocabulary)<br><a href="#">(go to Speaking 2.1)</a> | Respond to simple questions with one-and two-word utterances          | Respond to simple questions with appropriate word choice or a series of short, <b>discrete</b> utterances | Respond to simple and complex questions with appropriate word choice and with some detail | Respond to simple and complex questions with detail, examples and rich vocabulary  |
|  | Provide basic personal information such as name, age, and nationality | Ask and provide basic personal information on familiar topics   | Ask and provide basic information on a variety of topics                                  | Ask and provide detailed information on a variety of topics  |
|  | Identify familiar people, places and objects                          | Identify and describe familiar people, places and objects   | Identify and describe familiar and some unfamiliar people, places, events, and objects    | Identify and describe in detail familiar and unfamiliar people, places, events, and objects  |
|  | Use basic survival vocabulary to communicate needs and wants.         | Use limited vocabulary to communicate.  | Use varied vocabulary to communicate.   | Use varied, precise vocabulary or <b>circumlocution</b> ( <i>find other words to express the same meaning/idea</i> ) to communicate in all settings. |

**Students understand and communicate in the English language.**

| <b>Language Proficiency Expectation</b>   | <b>Linking Standard</b>   |
|---|---|
| <b>2. Speaking</b><br>English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 2. 1 Students demonstrate a range and control of vocabulary (knowledge of and ability to use vocabulary). |

| <b>Program of Studies Categories</b>  | <b>Beginning</b>   | <b>Lower Intermediate</b>   | <b>Upper Intermediate</b>  | <b>Advanced</b>   |
|---|--|---|--|---|
| <b>Lexical Competence</b><br>(Knowledge and ability to use vocabulary)<br>(continued)<br><a href="#">(go to Speaking 2.1)</a> | Describe familiar actions or experiences with short utterances | Describe familiar ideas, feelings, actions and experiences with some detail | Describe detailed ideas, feelings, actions and experiences with varied vocabulary (idioms, familiar <a href="#">jargon</a> , etc.) | Use rich vocabulary, ( <a href="#">imagery</a> , <a href="#">figurative language</a> , etc.) to describe ideas, feelings, actions and experiences |
|   | Give short and simple commands in familiar contexts            | Give directions, commands and simple instructions in familiar contexts      | Give clear directions, commands and instructions in familiar and some unfamiliar contexts  | Give clear and precise directions, commands and instructions in familiar and unfamiliar contexts  |

Students understand and communicate in the English language.

| Language Proficiency Expectation  | Linking Standard   |
|---|--|
| <b>2. Speaking</b><br>English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | <a href="#">2.2</a> Students demonstrate knowledge of and ability to use grammatical elements to organize phrases and sentences. |

| Program of Studies Categories  | Beginning   | Lower Intermediate  | Upper Intermediate  | Advanced  |
|--|---|---|---|---|
| <b>Grammatical Competence</b><br>(Ability to understand and produce language structures)<br><a href="#">(go to Speaking 2.2)</a> | Arrange words and phrases in a comprehensible manner  | Arrange phrases, clauses, and sentences into meaningful patterns  | Arrange phrases, clauses, and sentences into accurate and meaningful patterns   | Arrange complex phrases, clauses, and sentences into accurate and meaningful patterns                     |
|  | Form responses to content-based questions with words or short phrases                       | Generate simple content-based questions and form simple responses   | Generate content-based questions and form responses with increasing grammatical accuracy                                    | Generate complex content-based questions and form responses with grammatical accuracy                     |
|  | Use present tense verb forms with limited accuracy  | Use common verb tense forms (present, past and future) with limited accuracy.   | Use common verb tense forms (present, past, and future) with accuracy and <a href="#">modal verbs</a> with limited accuracy | Use common verb tenses (present, past and future) and <b>modal verbs</b> with increasing accuracy         |
|  | Produce limited coherent structures (often memorized words or phrases) in familiar settings | Produce coherent structures (often using formulaic patterns) in familiar settings, employing basic grammatical features | Sustain coherent structures in familiar settings, employing more complex grammatical features                               | Sustain coherent structures in a variety of settings, employing greater precision of grammatical features |

## Students understand and communicate in the English language.

| Language Proficiency Expectation  | Linking Standard   |
|---|--|
| <b>2. Speaking</b><br>English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 2.3 Students demonstrate awareness and ability to control the organization of meaning in terms of function, context, implication, etc. |

| Program of Studies Categories  | Beginning  | Lower Intermediate   | Upper Intermediate  | Advanced   |
|--|--|--|---|--|
| <b>Semantic Competence</b><br>(Ability to control the organization of meaning)<br><a href="#">(go to Speaking 2.3)</a> | Limited participation in social conversations with peers and adults on familiar topics | Participate in social conversations with peers and adults on familiar topics                                       | Initiate and participate in conversations on familiar topics and participate on some unfamiliar topics  | Initiate and participate in discussions on familiar and unfamiliar topics  |
|  | Limited response based on purpose, audience, and subject matter                        | Speak and respond in limited ways, based on purpose, audience, and subject matter in social and classroom settings | Speak and respond in appropriate ways, based on purpose, audience, and subject matter in social and some academic settings (classroom discussion, debate, etc.) | Speak and respond using vocabulary that provides effective oral communication, based on purpose, audience, and subject matter in social and academic settings (classroom discussion, debate, etc.) |
|  | Answer simple questions with one and two word responses to provide information         | Ask and answer simple questions to gather and provide information  | Ask and answer questions to gather and provide information in social settings and classroom settings  | Ask and answer questions to gather and provide information in a variety of settings  |

**Students understand and communicate in the English language.**

| <b>Language Proficiency Expectation</b>   | <b>Linking Standard</b>   |
|---|---|
| <b>2. Speaking</b><br>English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 2. 3 Students demonstrate awareness and ability to control the organization of meaning in terms of function, context, implication, etc. |

| <b>Program of Studies Categories</b>   | <b>Beginning</b>  | <b>Lower Intermediate</b>   | <b>Upper Intermediate</b>  | <b>Advanced</b>   |
|--|---|---|--|---|
| <b>Semantic Competence</b><br>(Ability to control the organization of meaning)<br><i>(continued)</i> | Respond to simple questions by repeating the message    | Respond to questions by asking simple questions, using some repetition  | Respond to questions by asking simple questions or by supplying brief restatement of the message | Respond to questions by asking simple and complex questions or by restating the message   |
|  | Select simple words or phrases according to basic needs | Select simple words and speech according to purpose, audience and familiar subject matter (e.g., announcements, social greetings) | Select simple and complex words and speech according to purpose, audience and subject matter     | Select a wide range of words and speech according to purpose, audience and subject matter |

## Students understand and communicate in the English language.

| Language Proficiency Expectation  | Linking Standard  |
|---|---|
| <b>2. Speaking</b><br>English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 2.4 Students demonstrate knowledge of and skill to understand and produce sound units, word and sentence stress, tone, rhythm and intonation. |

| Program of Studies Categories  | Beginning  | Lower Intermediate  | Upper Intermediate  | Advanced  |
|--|--|---|---|---|
| <b>Phonological Competence</b><br>(Ability to produce sound units)<br><a href="#">(go to Speaking 2.4)</a> | Demonstrate understandable pronunciation by repetition   | Demonstrate understandable pronunciation among teacher and peers  | Demonstrate understandable pronunciation in a variety of settings | Demonstrate understandable and/or standard pronunciation in a variety of settings |
|  | Speak with isolated words and phrases  | Speak at an understandable pace on familiar topics  | Speak at an understandable pace in a variety of settings          | Speak at an appropriate and understandable pace in a variety of settings          |
|  | Repeat or produce limited words and phrases using English intonation. (May use pronunciation patterns of native language.) | Produce words and phrases with limited English intonation patterns. (May use pronunciation patterns of native language) | Produce words, phrases and sentences using intonation patterns    | Produce appropriate intonation patterns   |

Students understand and communicate in the English language.

| Language Proficiency Expectation  | Linking Standard   |
|---|--|
| <b>2. Speaking</b><br>English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 2. 5 Students demonstrate knowledge and skills to deal with the social dimension of language use, e.g., register, conventions of politeness, non-verbal cues, etc. |

| Program of Studies Categories   | Beginning  | Lower Intermediate  | Upper Intermediate   | Advanced   |
|---|--|---|--|--|
| <b>Sociolinguistic Competence</b><br>(Social dimension of language)<br><a href="#">(go to Speaking 2.5)</a> | Demonstrate an awareness of American culture, perspectives and practices                     | Verbally demonstrate some awareness of American culture, perspectives, and practices  | Verbally identify and understand some aspects of American culture, perspectives and practices  | Verbally identify and react to American culture, perspectives and practices  |
|   | Use nonverbal strategies appropriate to audience and situation                               | Use some verbal (e.g., <b>rate</b> , <b>pitch</b> , <b>stress</b> , volume and tone of voice), and nonverbal strategies (e.g., posture, gestures and eye contact) appropriate to audience and situation | Use verbal (e.g., <b>rate</b> , <b>pitch</b> , <b>stress</b> , volume and tone of voice), and nonverbal strategies (e.g., posture, gestures and eye contact) appropriate to audience and situation | Use effective verbal (e.g., <b>rate</b> , <b>pitch</b> , <b>stress</b> , volume and tone of voice), and nonverbal strategies (e.g., posture, gestures and eye contact) appropriate to audience and situation |
|   | Use limited conventions of politeness (memorized words and phrases) appropriate to situation | Adapt limited word choice and phrasing based on formality and conventions of politeness, appropriate to situation   | Adapt word choice and phrasing based on formality and conventions of politeness, appropriate to audience and situation   | Adapt a wide range of word choice and phrasing based on formality and conventions of politeness, appropriate to audience and situation   |



## Students understand and communicate in the English language.

| Language Proficiency Expectation  | Linking Standard   |
|---|--|
| <b>2. Speaking</b><br>English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 2. 6 Students demonstrate the ability to arrange sentences in sequence in order to produce coherent stretches of conversation or presentation, including thematic organization, cause/effect, relevance, style, etc. |

| Program of Studies Categories  | Beginning  | Lower Intermediate  | Upper Intermediate  | Advanced   |
|--|--|---|---|--|
| <b>Discourse Competence</b><br><i>(The ability to arrange sentences in sequence)</i><br><a href="#">(go to Speaking 2.6)</a> | Repeat and/or retell simple directions and information                 | Retell or paraphrase simple directions, information and/or stories  | Retell and summarize stories, information, and sequence of directions or events   | Summarize and evaluate stories, information, and sequence of directions or events through clarification, reasoning, debate, providing examples, etc. |
|  | Make one or two word contributions in social conversations             | Make limited contributions in conversations and discussions for social purposes and in classroom settings | Make contributions in conversations and discussions for social purposes and in classroom settings                                   | Make relevant contributions in conversations and discussions for a variety of purposes   |
|  | Respond to questions using one or two words                            | Ask limited questions and respond to questions with some detail   | Ask questions and respond to questions with relevant details  | Ask pertinent questions and respond to questions with relevant and more complex details  |
|  | Respond to message with one or two words to clarify ideas and concepts | Respond to message by asking clarifying questions and/or offering affirmations in familiar settings       | Respond to message by asking clarifying questions, making challenging statements, and/or offering affirmations in familiar settings | Respond to message by asking clarifying questions, making challenging statements, and/or offering affirmations in a variety of settings              |

**Students understand and communicate in the English language.**

| <b>Language Proficiency Expectation</b>   | <b>Linking Standard</b>  |
|---|--|
| <b>2. Speaking</b><br>English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 2. 6 Students demonstrate the ability to arrange sentences in sequence in order to produce coherent stretches of conversation or presentation, including thematic organization, cause/effect, relevance, style, etc. |

| <b>Program of Studies Categories</b>   | <b>Beginning</b>  | <b>Lower Intermediate</b>  | <b>Upper Intermediate</b>  | <b>Advanced</b>   |
|--|---|--|--|---|
| <b>Discourse Competence</b><br><i>(The ability to arrange sentences in sequence)</i><br><i>(continued)</i> | Participate in social conversations and classroom discussions with limited vocabulary | Actively participate in social conversations and classroom discussions with limited audiences on familiar topics | Initiate and actively participate in social conversations and classroom discussions with a variety of audiences on familiar and some unfamiliar topics | Initiate and actively participate in social conversations and classroom discussions with a variety of audiences on familiar and unfamiliar topics |
|  | Demonstrate limited coherence (understandable) in linking words about familiar topics | Demonstrate limited coherence (understandable) in linking words, sentences and ideas about familiar topics       | Demonstrate some coherence (understandable) and cohesion (ideas are tightly woven) in linking words, sentences and ideas                               | Accurately demonstrate coherence and cohesion in linking words, sentences and ideas   |

## Students understand and communicate in the English language.

| Language Proficiency Expectation  | Linking Standard   |
|---|--|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically | 3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English |

| Program of Studies Categories                                   | Beginning   | Lower Intermediate   | Upper Intermediate  | Advanced  |
|---|---|--|---|---|
| <b>Concepts of Print</b><br><a href="#">(go to Reading 3.1)</a> | Recognize that printed materials provide information; employ concepts of directionality (i.e., left to right, top to bottom, front to back) | Match oral words to printed words; understand that letters make words; recognize that sentences in print are made up of separate words; recognize how readers use capitalization and punctuation to comprehend | Apply knowledge of capitalization and punctuation for comprehension   |   |
|   | Know the alphabet; name and identify each letter of the alphabet (lower and upper case)   | Know the order of the alphabet   | Apply basic knowledge of alphabetical order   |   |
|   | Recognize the importance of word order to derive meaning  | Apply knowledge of word order to derive meaning in simple sentences  | Apply knowledge of word order to derive meaning in simple text  | Apply knowledge of word order to derive meaning in a variety of texts |
|   | Identify the front cover, back cover and title page of a book   | Locate and use title, pictures, and names of author and illustrator to obtain information  | Recognize and distinguish differences between the types of text such as myths, fables, biographies, plays, etc. |   |

## Students understand and communicate in the English language.

| Language Proficiency Expectation  | Linking Standard   |
|---|--|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically | <b>3.1</b> Students know and use word analysis skills and strategies to comprehend new words encountered in English. |

| Program of Studies Categories                                       | Beginning  | Lower Intermediate  | Upper Intermediate   | Advanced   |
|---|--|---|--|--|
| <b>Word Patterns/Phonics</b><br><a href="#">(go to Reading 3.1)</a> | Develop an awareness of sounds and discriminate between sounds in the English language | Recognize patterns in language including auditory segmenting (dividing words into sounds), <b>blending</b> (combining sounds to make words) and rhyming | Begin to develop fluency by applying patterns in language including auditory segmenting (dividing words into sounds), <b>blending</b> (combining sounds to make words) and rhyming | Consistently apply patterns in language including auditory segmenting (dividing words into sounds), <b>blending</b> (combining sounds to make words) and rhyming |
|   | Make connections between letters and their corresponding sounds in words               | Apply knowledge of letter-sound correspondences, language structure, and context to recognize words   | Begin to use decoding skills to read more complex words and phrases  | Use decoding skills to read more complex words, phrases, and sentences independently   |
|   | Recognize common word families (e.g., cat, bat, hat)                                   | Recognize word patterns (e.g., <b>CVC</b> , <b>CVCe</b> ), <b>consonant clusters</b> , <b>consonant digraphs</b> and short and long vowel sounds)       | Identify word patterns which include <b>diphthongs</b> , blends, <b>digraphs</b> , and special vowel combinations (e.g., -oo, -ew, -oi, and -oy)                                   | Apply knowledge of complex word patterns which include <b>diphthongs</b> , special vowel combinations, blends, and <b>digraphs</b>                               |

**Students understand and communicate in the English language.**

| <b>Language Proficiency Expectation</b>   | <b>Linking Standard</b>   |
|---|---|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically | 3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English. |

| <b>Program of Studies Categories</b>               | <b>Beginning</b>   | <b>Lower Intermediate</b>   | <b>Upper Intermediate</b>  | <b>Advanced</b>   |
|--|--|---|--|---|
| <b>Word Patterns/Phonics</b><br><i>(continued)</i> | Recognize <b>structural analysis</b> of simple inflectional endings (e.g., -ing, -s, -ed) including plurals to determine meaning | Begin to use knowledge of <b>structural analysis</b> (inflectional endings including plurals, contractions and compound words) to determine meaning | Use knowledge of <b>structural analysis</b> (e.g., prefixes, suffixes, inflectional endings) to determine meaning of unfamiliar words in context | Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context and recognize and use inflectional endings such as -s, -es, -ed, -ing, -ly, -est, and -er, understanding that meaning may change with ending |
|  |  | Recognize most common <b>morphemes</b>  | Begin to use knowledge of the <b>morphemes</b> to decode and interpret the meaning of unfamiliar words in texts                                  | Use knowledge of the <b>morphemes</b> to decode and interpret the meaning of unfamiliar words in texts  |

**Students understand and communicate in the English language.**

| Language Proficiency Expectation  | Linking Standard  |
|---|---|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically | 3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English. |

| Program of Studies Categories                            | Beginning  | Lower Intermediate   | Upper Intermediate  | Advanced   |
|--|--|--|---|--|
| <b>Vocabulary</b><br><a href="#">(go to Reading 3.1)</a> |  | Develop auditory and visual strategies to understand words and their meanings  | Use auditory and visual strategies to derive meaning from simple text   | Use auditory and visual strategies to derive meaning from a variety of texts   |
|  | Recognize <a href="#">environmental print</a>                            | Recognize basic sight words within text  | Use sight words to derive meaning in text   | Develop and increase sight word vocabulary to derive meaning in a variety of texts   |
|  |  | Recognize that word structure changes word meaning                             | Analyze the structure of words (e.g., prefixes, suffixes, endings) to derive meaning  | Apply the knowledge of word structure to derive meaning in a variety of texts  |
|  | Begin to connect prior knowledge and visual cues to develop word meaning | Use prior knowledge and visual cues to derive word meaning in familiar context | Use prior knowledge, visual and contextual cues to derive word meaning from texts that contain unfamiliar words, expressions, and multiple meaning words (e.g., homonyms, synonyms) | Begin to determine meanings of words and phrases such as <b>cognates</b> , <b>figurative language</b> , <b>idioms</b> , multiple meaning words, and technical vocabulary |

## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard  |
|--|---|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically. | 3.2 Students use reading skills and strategies to build comprehension in English. |

| <i>Program of Studies Categories</i>                                      | <b>Beginning</b>  | <b>Lower Intermediate</b>  | <b>Upper Intermediate</b>  | <b>Advanced</b>   |
|---|---|--|--|---|
| <b><i>Experience With Text</i></b><br><a href="#">(go to Reading 3.2)</a> |   | Scan to find key information in simple text with teacher support                 | Scan to find key information in simple texts   | Scan to find key information in a variety of texts  |
|   |   | Skim to obtain general meaning of a passage with teacher support                 | Skim to obtain general meaning of a simple passage   | Skim to obtain general meaning in a variety of texts  |
|   | Use pictures to predict, infer, and generalize about text                   | Use pictures and text to predict, infer, and generalize about the text           | Use pictures and text to confirm predictions, inferences and generalizations and to draw conclusions from a variety of texts | Use pictures and text to confirm predictions, inferences and generalizations, to draw conclusions, and to critique and evaluate multiple perspectives |
|   | Use pictures, print, and people to gather information for research purposes | Identify appropriate resources needed to gather and synthesize data for research | Identify a variety of appropriate resources needed to gather and synthesize data for research                                | Identify and evaluate the credibility of a variety of appropriate resources needed to gather and synthesize data for research                         |



**Students understand and communicate in the English language.**

| <b>Language Proficiency Expectation</b>  | <b>Linking Standard</b>   |
|--|---|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically. | 3.2 Students use reading skills and strategies to build comprehension in English. |

| <b>Program of Studies Categories</b>                  | <b>Beginning</b>   | <b>Lower Intermediate</b>  | <b>Upper Intermediate</b>  | <b>Advanced</b>  |
|---|--|--|--|--|
| <b>Experience With Text</b><br><br><i>(continued)</i> | Locate information using pictures, simple lists, charts, and tables with teacher support | Use pictures, lists, charts and tables to identify the sequence of events from simple texts with teacher support | Use pictures, lists, charts, and tables to identify the sequence of events from simple texts | Use pictures, lists, charts, and tables to identify the sequence of events from a variety of texts |
|   | Listen to and follow simple directions to perform a task                                 | Read and follow a simple direction to perform a task   | Read and follow two and three-step directions to perform a task                              | Read and follow multi-step directions to complete a simple task                                    |

**Students understand and communicate in the English language.**

| <b>Language Proficiency Expectation</b>   | <b>Linking Standard</b>   |
|---|---|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically | 3.2 Students use reading skills and strategies to build comprehension in English. |

| <b>Program of Studies Categories</b>                          | <b>Beginning</b>   | <b>Lower Intermediate</b>   | <b>Upper Intermediate</b>  | <b>Advanced</b>   |
|---|--|---|--|---|
| <b>Meaning of Text</b><br><a href="#">(go to Reading 3.2)</a> | Recognize predictable patterns in text   | Recognize organizational patterns such as compare and contrast, sequence of event, and cause and effect | Apply knowledge of organizational patterns such as compare and contrast, sequence of event, and cause and effect to understand simple text | Apply knowledge of organizational patterns such as compare and contrast, sequence of event, and cause and effect to understand a variety of texts |
|   | Identify simple literary devices (e.g., <a href="#">narrative voice</a> , <a href="#">symbolism</a> , <a href="#">dialect</a> , <a href="#">irony</a> etc) in familiar texts | Identify and develop an understanding of literary devices used in familiar texts                        | Identify and demonstrate an understanding of literary devices in familiar and some unfamiliar texts  | Understand and evaluate literary devices used in a variety of texts   |
|   | Listen to and summarize the main idea of a simple story or informational text by telling, drawing and/ or reenactment  | Summarize the main idea with some supporting details of a simple story or informational text            | Summarize the main idea and some relevant supporting details from a variety of texts through telling, drawing, reenactment, and/or writing | Summarize the main idea and most relevant, supporting details from a variety of texts   |

**Students understand and communicate in the English language.**

| <b>Language Proficiency Expectation</b>   | <b>Linking Standard</b>   |
|---|---|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically | 3.2 Students use reading skills and strategies to build comprehension in English. |

| <b>Program of Studies Categories</b>         | <b>Beginning</b>                    | <b>Lower Intermediate</b>   | <b>Upper Intermediate</b>                                  | <b>Advanced</b>   |
|--|-------------------------------------|---|--|---|
| <b>Meaning of Text</b><br><i>(continued)</i> | Use picture dictionary with support | Use picture dictionary and begin to use standard dictionary to find the meanings of words | Use standard dictionary to determine the meanings of words | Use multiple reference aids such as thesaurus, synonym finder, dictionary, and software to clarify meanings and usage |

## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard  |
|--|---|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically. | 3.2 Students use reading skills and strategies to build comprehension in English. |

| Program of Studies Categories                                | Beginning   | Lower Intermediate   | Upper Intermediate  | Advanced   |
|--|---|--|---|--|
| <b>Text Structure</b><br><a href="#">(go to Reading 3.2)</a> |   | Recognize some text features such as title, table of contents, chapter headings, glossaries, diagrams, charts, and indexes | Locate and identify text features such as title, table of contents, chapter headings, glossaries, diagrams, charts, and indexes for a specified purpose | Obtain essential information from text features such as titles, tables of contents, chapter headings, glossaries, diagrams, charts, and indexes to locate information in texts |
|  | Develop an awareness of story structure such as beginning, middle and end | Understand basic story structure   | Understand and identify basic story structure and story elements such as character, setting, problems/solutions, and plot                               | Use story structure and story elements to interpret text   |

**Students understand and communicate in the English language.**

| <b>Language Proficiency Expectation</b>  | <b>Linking Standard</b>  |
|--|--|
| <b>3. Reading</b><br>English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically. | 3.3 Students read to comprehend, interpret, and evaluate texts from a variety of perspectives and for specific purposes. |

| <b>Program of Studies Categories</b>                          | <b>Beginning</b>  | <b>Lower Intermediate</b>  | <b>Upper Intermediate</b>   | <b>Advanced</b>  |
|---|---|--|---|--|
| <b>Meaning of Text</b><br><a href="#">(go to Reading 3.3)</a> | Develop concept of self as reader using experience, memorization, pictures, and imagination to derive meaning from text | Develop concept of self as reader using experience, memorization, pictures, imagination, and words to derive meaning from text | Develop concept of self as reader using experience to derive meaning from simple sentences, paragraphs and passages | Develop concept of self as reader using experience to derive meaning from a variety of texts |
|   | Listen to a variety of genres to form an understanding of reading   | Listen to a variety of genres and recognize some features and structures   | Understand features and structures of simple texts from a variety of genres   | Understand features and structures of complex texts from a variety of genres                 |
|   | Begin to understand the variety of purposes for reading (e.g., for enjoyment, to locate information, complete a task)   | Begin to identify purposes for reading   | Identify purpose for reading and select appropriate texts for authentic purposes                                    | Choose a variety of materials to accomplish authentic purposes                               |
|   |   | Develop an awareness of an author's point of view  | Understand how the author's perspective or point of view affects the text   | Analyze text for the purpose, ideas and style of the author                                  |

## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard   |
|--|--|
| <b>4. Writing</b><br>English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 4.1 Students learn and apply the writing process and criteria for effective writing. |

| Program of Studies Categories                                  | Beginning   | Lower Intermediate  | Upper Intermediate                                    | Advanced  |
|--|---|---|---|---|
| <b>Purpose/Audience</b><br><a href="#">(go to Writing 4.1)</a> | Choose topics from personal experience, interest, or concern                                | Begin to focus on a topic   | Narrow topic and begin to focus on a purpose          | Focus on a purpose                                    |
|  |   |   | Begin to use individual voice and/or appropriate tone | Use individual voice and/or appropriate tone          |
|  | Begin to write lists, messages, and short informal passages and text to a familiar audience | Begin to write simple text for different audiences (i.e., uncomplicated personal and business letters, opinion pieces, stories) | Write to an authentic audience for a specific purpose | Write to an authentic audience for authentic purposes |

## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard   |
|--|--|
| <b>4. Writing</b><br>English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 4.1 Students learn and apply the writing process and criteria for effective writing. |

| Program of Studies Categories                                  | Beginning  | Lower Intermediate   | Upper Intermediate   | Advanced  |
|--|--|--|--|---|
| <b>Idea Development</b><br><a href="#">(go to Writing 4.1)</a> | Begin to support ideas with drawings, symbols, one or two letters to represent a word, and/or simple phrases and sentences, using limited set vocabulary and structure | Support ideas with one or two details in simple phrases and/or sentences, using high frequency, grade appropriate vocabulary | Support ideas with one or two relevant, specific details and express complex ideas with simple language                              | Support ideas with two or three relevant, specific details developing ideas from information sources and through explanations |
|  | Use some sensory detail, using drawings, symbols, one or two words, phrases, and/or simple sentences   | Use some sensory detail and <b>imagery</b> when given advanced preparation   | Use sensory detail and <b>imagery</b>  | Demonstrate frequent use of effective word choice   |
|  |  | Begin to use dialogue when appropriate   | Use some dialogue when appropriate   | Use dialogue appropriately and for specific purposes  |
|  | Identify research tools  | Begin to use appropriate research tools to locate information and ideas for authentic tasks; begin to document sources       | Use simple research tools to locate information and ideas for authentic tasks; begin to synthesize information from multiple sources | Use a more varied range of reference tools to locate information and ideas for authentic tasks                                |



## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard   |
|--|--|
| <b>4. Writing</b><br>English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 4.1 Students learn and apply the writing process and criteria for effective writing. |

| <i>Program of Studies Categories</i>                       | <b>Beginning</b>  | <b>Lower Intermediate</b>  | <b>Upper Intermediate</b>  | <b>Advanced</b>   |
|--|---|--|--|---|
| <b>Organization</b><br><a href="#">(go to Writing 4.1)</a> | Demonstrate directionality (top to bottom, left to right)   |  |  |   |
|  | Demonstrate limited use of logical order (i.e., placing ideas in a meaningful order; creating a story line) | Demonstrate logical order when given advanced preparation                                  | Demonstrate logical order in a variety of genres (i.e., journals, letters, essays) when writing on everyday topics   | Demonstrate logical order in a variety of genres                        |
|  | Recognize paragraph structure in text   | Use paragraphs with some transition words or phrases to move from one paragraph to another | Use some transition words or phrases to move from one paragraph to another   | Use transitions words and phrases to move from one paragraph to another |
|  | Demonstrate a story line with drawings, symbols, one or two letters, and/or simple phrases and sentences    | Demonstrate a story line with limited vocabulary when given advanced preparation           | Demonstrate a story line with simple language, drawing on a broad range of learned vocabulary, idioms and structures | Demonstrate a story line approaching fluency                            |
|  | Recognize forms of writing have a beginning (lead), middle (body), and end (conclusion)                     | Begin to write a beginning (lead), middle (body), and end (conclusion)                     | Write a beginning (lead), middle (body), and end (conclusion)  | Write a cohesive beginning (lead), middle (body), and end (conclusion)  |

**Students understand and communicate in the English language.**

| Language Proficiency Expectation   | Linking Standard   |
|--|--|
| <b>4. Writing</b><br>English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 4.1 Students learn and apply the writing process and criteria for effective writing. |

| <i>Program of Studies Categories</i>      | <b>Beginning</b>                    | <b>Lower Intermediate</b>    | <b>Upper Intermediate</b>                | <b>Advanced</b>                 |
|---|-------------------------------------|------------------------------|--|---------------------------------|
| <b>Organization</b><br><i>(continued)</i> | Develop an awareness of leads       | Begin to develop leads       | Begin to develop an engaging lead        | Develop an engaging lead        |
|   | Develop an awareness of conclusions | Begin to develop conclusions | Begin to develop an effective conclusion | Develop an effective conclusion |

**Students understand and communicate in the English language.**

| <b>Language Proficiency Expectation</b>  | <b>Linking Standard</b>  |
|--|--|
| <b>4. Writing</b><br>English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 4.1 Students learn and apply the writing process and criteria for effective writing. |

| <i>Program of Studies Categories</i>                    | <b>Beginning</b>  | <b>Lower Intermediate</b>   | <b>Upper Intermediate</b>   | <b>Advanced</b>                          |
|---|---|---|---|--|
| <b>Sentences</b><br><a href="#">(go to Writing 4.1)</a> | Use letters, strings of random letters, a few words to resemble a sentence, phrases and/or simple sentences | Write simple sentences using everyday, high frequency, grade appropriate vocabulary | Write complete sentences and begin to use some variety in sentence structure/length | Use variety in sentence structure/length |

## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard   |
|--|--|
| <b>4. Writing</b><br>English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 4.1 Students learn and apply the writing process and criteria for effective writing. |

| Program of Studies Categories                          | Beginning  | Lower Intermediate  | Upper Intermediate  | Advanced  |
|--|--|---|---|---|
| <b>Language</b><br><a href="#">(go to Writing 4.1)</a> | Begin to use descriptive language  | Use some descriptive language   | Use specific descriptive and <b>figurative language</b> with some <b>circumlocutions</b> in more complex structures | Demonstrate frequent use of effective word choice (i.e., strong verbs and nouns; concrete and/or sensory details) |
|  | Use limited vocabulary in simple phrases and sentences   | Begin to use correct word choice and usage (i.e., express present, future, and past ideas comprehensibly) | Demonstrate some correct word choice and usage in the most frequently used grammatical structures                   | Demonstrate frequent correct word choice and usage  |
|  | Label pictures or produce simple text using symbols and/or a few sight words, especially those with particular meaning to the writer | Use a variety of words in simple texts  | Use a variety of words effectively with some <b>circumlocutions</b> in more complex structures                      | Use a variety of words effectively for the content, purpose, and audience   |

**Students understand and communicate in the English language.**

| Language Proficiency Expectation   | Linking Standard   |
|--|--|
| <b>4. Writing</b><br>English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 4.1 Students learn and apply the writing process and criteria for effective writing. |

| <i>Program of Studies Categories</i>                      | <b>Beginning</b>   | <b>Lower Intermediate</b>   | <b>Upper Intermediate</b>  | <b>Advanced</b>  |
|---|--|---|--|--|
| <b>Correctness</b><br><a href="#">(go to Writing 4.1)</a> | Use one or two letters to represent a word; use other inventions or approximations to represent words; use some sight words                    | Use sight words as well as inventions and approximations to represent words | Use more correct spelling, less invention, and approximations to represent words; begin to edit for errors | Use more correct spelling; edit for errors                       |
|   | Begin a sentence (copied for an authentic purpose) with a capital letter and end a sentence (copied for an authentic purpose) with punctuation | Begin a sentence with a capital letter and end a sentence with punctuation  | Use some correct capitalization and punctuation; begin to edit for errors                                  | Use more correct capitalization and punctuation; edit for errors |
|   | Show sound/letter correspondence   |   |  |  |

Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard  |
|--|---|
| <b>4. Writing</b><br>English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 4.2 Students will learn to develop story structures and language patterns through visual and symbolic language. |

| <i>Program of Studies Categories</i>                                     | <b>Beginning</b>  | <b>Lower Intermediate</b>  | <b>Upper Intermediate</b>  | <b>Advanced</b>  |
|--|---|--|--|--|
| <b><i>Structural Patterns</i></b><br><a href="#">(go to Writing 4.2)</a> | Recognize forms of writing structures (e.g., letters, articles, stories, poems) | Begin to borrow models of writing structures (e.g., letters, articles, stories, poems) | Use structures of real world writing (e.g., letters, articles, stories, poems) | Use structures of real world writing (e.g., letters, articles, stories, poems) maintaining more control of a focused purpose |
| <b><i>Sequencing</i></b><br><a href="#">(go to Writing 4.2)</a>          | Construct lists   | Construct writing with chronological sequence of events                                | Construct writing which contains sequence supported by details                 | Sequence ideas to support audience and purpose   |

## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard   |
|--|--|
| <b>4. Writing</b><br>English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 4.3 Students will keep a working folder of writing for a variety of authentic purposes and audiences and in a variety of forms (i.e., personal, literary, transactive, reflective) |

| <i>Program of Studies Categories</i>  | <b>Beginning</b>  | <b>Lower Intermediate</b>   | <b>Upper Intermediate</b>   | <b>Advanced</b>  |
|---|---|---|---|--|
| <b><i>Reflective</i></b><br>(Expresses thoughts, feeling and/or opinions)<br><a href="#">(go to Writing 4.3)</a>  | Choose ideas based on experience, interests, concerns     | Begin to focus on the topic and express opinions and reactions to information from a variety of media | Narrow the topic and begin to focus on thoughts and/or opinions for a purpose                       | Focus on thoughts and/or opinions that are supported by evidence of careful consideration  |
| <b><i>Personal/Expressive</i></b><br>(Focuses on the life experiences of the writer)<br><a href="#">(go to Writing 4.3)</a>   | Choose ideas based on personal experience                 | Begin to focus on one event or topic (person, place, animal, or thing)                                | Narrow topic to the importance of the relationship or event   | Focus on the <i>significance</i> of a single event or the relationship of the writer with a particular person, place, animal, or thing |
| <b><i>Literary</i></b><br>(Writes poems, short stories, and scripts)<br><a href="#">(go to Writing 4.3)</a>   | Choose ideas based on personal experience and interests   | Begin to focus on the topic   | Narrow the topic and begin to focus on communicating with the reader about the human condition      | Communicate with a reader about the human condition in forms that include poems, short stories, and scripts                            |
| <b><i>Transactive</i></b><br>(Accomplishes realistic purposes like those students will encounter in their lives e.g. letters, articles, brochures)<br><a href="#">(go to Writing 4.3)</a> | Choose ideas from experiences, interests, and/or concerns | Begin to focus on the topic and analyze content when given advanced preparation                       | Narrow the topic and begin to present ideas and information for the purpose of informing/persuading | Present ideas and information for the purpose of informing/persuading  |



## Students understand and communicate in the English language.

| Language Proficiency Expectation   | Linking Standard  |
|--|---|
| <b>4. Writing</b><br>English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically. | 4.4 Students will produce a variety of written responses that demonstrate independent and critical thinking:<br>(a) Writing to learn;<br>(b) Writing to demonstrate learning. |

| <i>Program of Studies Categories</i>   | <b>Beginning</b>   | <b>Lower Intermediate</b>  | <b>Upper Intermediate</b>   | <b>Advanced</b>  |
|--|--|--|---|--|
| <b><i>Responses Writing for Self</i></b><br>Writing to learn is writing used to process information, develop thinking, learn new content and synthesize new concepts.<br>See Ky Writing Developmental Teachers Handbook, KDE Website ( <a href="#">go to Writing 4.4</a> ) | Teacher models instruction for students to connect reading, listening, observing, and inquiry to personal experience using writing-to-learn strategies such as journals and graphic organizers                               | Teacher guides instruction for students to connect reading, listening, observing, and inquiry to personal experience using writing-to-learn strategies such as journals and graphic organizers                               | Student begins to connect reading, listening, observing, and inquiry to personal experience using writing-to-learn strategies such as journals and graphic organizers                               | Student connects reading, listening, observing, and inquiry to personal experience using writing-to-learn strategies such as journals and graphic organizers                               |
| <b><i>Writing for the Teacher</i></b><br>Writing to demonstrate learning is used to determine what students understand about the content and/or concepts taught.<br>See Ky Writing Developmental Teachers Handbook, KDE Website ( <a href="#">go to Writing 4.4</a> )      | Teacher models instruction for students to connect reading, listening, observing, and inquiry to personal experience using writing-to-demonstrate learning strategies such as graphic organizers and open-response questions | Teacher guides instruction for students to connect reading, listening, observing, and inquiry to personal experience using writing-to-demonstrate learning strategies such as graphic organizers and open-response questions | Student begins to connect reading, listening, observing, and inquiry to personal experience using writing-to-demonstrate learning strategies such as graphic organizers and open-response questions | Student connects reading, listening, observing, and inquiry to personal experience using writing-to-demonstrate learning strategies such as graphic organizers and open-response questions |

## Glossary of Terms

### Affective

influenced by or resulting from the emotions; connected with or arousing feelings or emotions.

### Blending

the ability to combine individual phonemes together so as to pronounce meaningful sound (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002).

### Circumlocution

communication strategy whereby the speaker uses descriptive devices to convey meaning when unable to produce the correct word. Examples: *fingers on your feet instead of toes; go up instead of climb*. (*Second Language Acquisition*, Susan M. Gass and Larry Selinker, Lawrence Erlbaum Associates, 1994)

### Cognates

words that look similar in two languages, e.g., president (English) and presidente (Spanish)

### Consonant clusters

two or more consonant letters appearing together in a syllable which, when sounded, form a consonant blend. Consonant clusters are taught together as units rather than as a single graphemes (e.g., *st* as representing two blended phonemes rather than a isolated /s/ and an isolated /t/. (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

### Consonant digraphs

two-letter consonant combinations that represent phonemes not represented by the single letters, such as the *sh* in *shoe*. (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

### CVC

a spelling pattern consisting of a consonant/vowel/consonant pattern such as *can*

### CVCe

a spelling pattern consisting of a consonant/vowel/consonant/silent *e* pattern such as *cane*

### Digraph

a grapheme composed of two letters which represent one speech sound (phoneme) (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

**Diphthong**

a single vowel phoneme resembling a “glide” from one sound to another, represented by the graphemes *oi* (/noise/), *oy* (/toy/), *ou* (/found/), and *ow* (now): key symbols *oi* and *ou*, key words *oil* and *house* (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

**Dialect**

a regional variety of a language distinguished by pronunciation, grammar, or vocabulary

**Discrete**

separate and distinct

**Diverse forms of English**

different forms of English used by particular groups of English speakers, including regional and social groups, and characterized by distinct vocabularies, pronunciation patterns, and grammatical features (*English As a Second Language and English Literacy Development*, Ontario Ministry of Education)

**Environmental print**

print that can be seen in the surrounding environment such as a billboard sign, the McDonalds symbol, etc.

**Figurative language**

descriptive use of language, which often includes figures of speech such as hyperbole, metaphor, personification, simile, and symbol

**Grapheme**

the written symbol used to represent the phoneme. It may be composed of one or more letters and the same grapheme may represent more than one phoneme (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

**Idioms**

a speech form or an expression of a given language that is peculiar to itself grammatically or cannot be understood from the individual meanings of its elements as in *keep in touch* (*American Heritage High School Dictionary*, Houghton Mifflin, 1997)

**Imagery**

mental images, as produced by memory or imagination. In writing, usually referring specifically to sensory images, i.e., those created through the five senses. (*Webster's New World Student Writing Handbook*, Sharon Sorenson, Macmillan 1997)

**Irony**

a method of humorous or sarcastic expression in which the meaning given to the words is the opposite of their usual sense. An event or result opposite to what might be expected. (*Webster's New World Student Writing Handbook*, Sharon Sorenson, Macmillan 1997)

**Jargon**

a specialized vocabulary used by a group

**Modal verbs**

verbs formed by placing *can, could, had better, may, might, ought to, shall, should, will, and would* in front of the simple form of the verb. Example: She can read. These structures are particularly difficult for LEP students because the 3<sup>rd</sup> person present singular (s) ending does not apply and each modal has more than one meaning. They generally express a speaker's attitude. (*Understanding and Using English Grammar*, Betty Azar, Prentice Hall, 1989) Modal meanings are shown in the following examples: I may be wrong (may=possibility); That will be Tom at the door. (will=prediction); You can exit here. (can=permission); I can play the piano. (can = ability) (Examples adapted from *Longman Dictionary of Language Teaching and Applied Linguistics*, Jack Richards, John Platt, and Heidi Platt)

**Morphemes**

the smallest meaningful element into which a word can be analyzed. For example, the word *walking* consists of two morphemes; *walk*, which signifies an action, and *-ing*, which signifies progression. (*Second Language Teaching and Learning*, David Nunan, Newbury House, 1999)

**Narrative voice**

an informal story-telling voice

**Phoneme**

the smallest unit of sound which distinguishes one word from another

**Pitch**

the quality of highness or lowness of a sound

**Rate**

related to the reading volume; the speed of speech (e.g., number of words read per minute)

**Register**

the range of voice or tone

**Stress**

the emphasis placed on the sound or syllable spoken in a word or phrase (adapted from *American Heritage High School Dictionary*, Houghton Mifflin, 1997)

**Structural analysis**

refers to the ability to derive meaning from word parts; 1) inflectional endings, 2) prefixes, suffixes, 3) contractions, 4) compound words, 5) syllabication and accents (adapted from *Teaching and Reading in Today's Elementary Schools*, Burns, Rose, and Ross, Houghton Mifflin, 1992)

**Symbolism**

the practice of representing things by means of symbols (i.e., an object that stands for an idea, quality, etc.) or of attributing symbolic meaning or significance to objects, events, or relationships. (adapted from *Webster's New World Student Writing Handbook*, Sharon Sorenson, Macmillan 1997)

**Vowel digraph**

a two-letter vowel grapheme which represents one sound (e.g., *oo* in *food*) (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A Hull, Merrill Prentice Hall, 2002)